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ABSTRACT

In January 1990, the Leon County (Florida) School District decided to develop an attitude survey focusing on effective school components and school improvement areas. Using focus groups, this survey was accomplished through a steering committee of parents, students, teachers, and community members, with input from school and district administrators. Elementary school, secondary school, and community surveys were developed and pilot tested in 1991 in 22 elementary schools, 7 middle schools, and 5 high schools. Respondents included over 4,000 parents, 7,000 students, and 1,300 teachers. The surveys were endorsed and scheduled to be administered in spring 1992. Major points of the first surveys include: (1) an 80 percent or higher rating at the elementary school level for all the attitude surveys; (2) generally high academic area ratings; (3) lowest ratings made by secondary school students; (4) lowest student ratings in student services, facilities, school and community communication, and high expectations; (5) insufficient parent participation to make responses truly representative; and (6) high teacher and student response rates. One figure lists state education goals, and five tables present survey data. Details of the community survey compose the second part of the document. Five appendixes present community comments, survey instruments, results, data collection methodology, and a parent sampling chart. (SLD)

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DEVELOPMENT AND RESULTS OF AN EFFECTIVE SCHOOL SURVEY FOR LEON COUNTY SCHOOLS: A SURVEY OF PARENT, STUDENT, TEACHER AND COMMUNITY ATTITUDES TOWARD THEIR SCHOOLS

PAPER PRESENTATION:

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
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ATLANTA, GEORGIA
APRIL 1993

Rick E. McClure

RESEARCH, EVALUATION & USER SERVICES
INFORMATION SERVICES
LEON COUNTY SCHOOLS
TALLAHASSEE, FLORIDA

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Appendix E - Parent Sampling Chart, and 95% Confidence Intervals by items and level

State Education Goals

Following are the seven state goals set forth in Blueprint 2000.

GOAL 1:
Readiness to Start School
Communities and schools collaborate to prepare children and families for children's success in school.

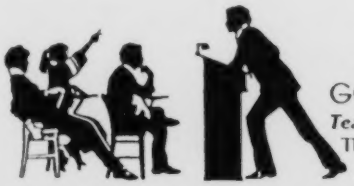
GOAL 2:
Graduation Rate and Readiness for Postsecondary Education and Employment
Students graduate and are prepared to enter the workforce and postsecondary education.

GOAL 3:
Student Performance
Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

GOAL 4:
Learning Environment
School boards provide a learning environment conducive to teaching and learning that includes sequential instruction in mathematics, science,reading, writing, and the social sciences and appropriate educational materials, equipment, and pupil-teacher ratio.

(NOTE: The Commission has recommended revising this goal statement as follows: School boards provide a learning environment conducive to teaching and learning. See Section 5 of this document.)

GOAL 5:
School Safety and Environment
Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.



GOAL 6:
Teachers and Staff
The schools, districts, and state ensure professional teachers and staff.

GOAL 7:
Adult Literacy
Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

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PART I

April 1993
AERA Paper Presentation
Atlanta, Georgia

Attitude Survey

PERCEPTIONS OF SCHOOL EFFECTIVENESS
IN LEON COUNTY

Rick E. McClure, Coordinator
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Development and Results of an Effective School Survey for Leon County Schools:

A Survey of Parent, Student, Teacher and Community Attitudes Toward Their Schools

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OVERVIEW: In January 1990, it was recommended by the Superintendent's office and other district staff that the Research, Evaluation & User Services division of Information Services develop an attitude survey , focusing on effective school components and school improvement areas. Using focus groups, this process was accomplished through the efforts of a district steering committee made up of parents, students, teachers and community members. The school and district administrators were also given an opportunity to provide input into the survey development process. In addition key individuals from Florida State University were contacted for their expertise in survey development processes. During this lengthy process of writing, rewriting and reviewing with the committee and other groups, three surveys were developed; an elementary, secondary, and community survey. In January and February 1991, after about eight months of development, the new surveys were ready to be pilot tested. The new version was administered for district-wide pre-testing of parents, students, teachers, and community members, in the spring of 1991. The instrument was pre-tested in 22 elementary schools, 7 middle schools, and 5 high schools with a total population of nearly 30,000 students in grades PK-12. Our efforts were highly successful with over 4,000 parents, 7,000 students and over 1,300 teachers responding to the survey. The results were tabulated and shared with the district's decision makers. ESP's (Effective School Profiles) were developed for

the schools and the district to assist with identification of strengths and weaknesses for school improvement. We conducted an item analysis of the instrument which provided us with an overall instrument alpha reliability coefficient of .95. With only minor adjustments to the surveys as recommended by some of the key decision makers in the district, the LCS Attitude Surveys and Community Survey were endorsed and scheduled to be administered in the spring of 1992.

EXECUTIVE SUMMARY

1992 ATTITUDE SURVEY

RESEARCH, EVALUATION, & USER SERVICES
INFORMATION SERVICES
LEON COUNTY SCHOOLS

BACKGROUND: The District's *Annual Attitude Survey* for parents, students and teachers was administered during the spring of 1992. This is the second year that the newly revised Attitude Survey focuses on effective school components and assisting school decision makers and stakeholders in identifying need areas for *School Improvement and Accountability*, now the Attitude Survey will serve to support the data on the *Florida School Report data*. Two *special issue questions* were included in the Attitude Survey this year. At the elementary level there was a question about the Dare Officer (a drug education police officer), and at the secondary level there was a question dealing with the School Resource Officer.

SURVEY GOALS: One of the major goals for developing the Attitude Survey was to include items that would reflect Leon County Schools' ***Effective School Paradigm***, Which was founded on the effective school research (Edmonds & Lezottes, 1979). This would give the district and schools an opportunity to assess how effective the schools are according to the perceptions of our parents, students , teachers, and community members. Leon County Schools' *Effective School Criteria* include Instructional Leadership (IL), Focus on Instruction (FI), High Expectations (HE), School and Community Communications (SCC), Monitoring Student Progress (MSP), Planning (PLN), and Positive School Climate (PSC). Also, data are collected on four other areas in the district's Attitude Survey: Core Academic Programs (CAP), Other Academic programs (OAP), Student Services (SS), and Facilities (FAC).

Other goals for the Attitude Survey include: to provide data for the districts and schools that reflects areas or programs that need changing or improvement; to provide data to evaluate the effects of current initiatives and innovations in the district and schools; and **to provide data for the district and schools that identifies needs for school improvement and accountability process** as required by the 1991 Florida Legislature - *Blueprint 2000*, and the Florida Department of Education's *Florida School Report*.

Florida's School Improvement and Accountability

In 1991 the Florida Legislature passed *Florida's School Improvement and Accountability Law*, also known as *Blueprint 2000*. This law directed local school boards to set up school advisory councils for each school in their district. The councils help prepare and evaluate the school's required plan for school improvement. The plan must be completed by June 1993, and put into practice the following year. The basis for each school's plan is the belief that all children can learn (an effective school component) and become productive citizens. As a result of this legislation Florida has developed 7 education goals (**State Educational Goals** beginning section - v) and is developing standards to assist in reaching or measuring progress toward these goals.

High Expectations are prescribed for all schools by the **Blueprint 2000** legislation. All schools are expected to: **Assess their progress on the state goals, set goals for improvement , put their school improvement plan into practice, and report their successes or failures in achieving the goals set by them and their school advisory council** (The Florida Commission on Education Reform and Accountability, 1992). The decision makers see the District and Community Attitude Surveys as playing a key role in providing feedback to the district and schools on how well they are progressing toward these state goals, and identifying areas or programs for school improvement.

Florida School Report: The Florida Department of Education (DOE) has the responsibility of implementing the components of the school improvement and accountability legislation. There is also a need for the establishment of benchmarks. Informing the schools, parents, and others as to where their schools are in relation to the state education goals and their own, and where they might need to improve is also important. To accomplish this task the DOE developed the *Florida School Report*. These school reports profile all schools in the district/state, and where appropriate district and state comparisons are provided. Each report contains: student demographics, financial information, achievement data , and school administrative facts. This process will also provide data baselines for future school improvement plans and directions. The first of these reports were sent home to all parents in January of 1993. The DOE expects that the Blueprint 2000 will issue the first progress reports in the fall of 1994.

DATA COLLECTION

INSTRUMENT DESIGN

A 6 point Likert scale was used for each item on the survey. The scale included response options such as agree, strongly agree, disagree, strongly disagree, undecided and don't know. The responses from each group (parents, students, teachers, and community members) will be counted to determine the percent favorable and unfavorable for all items and area summaries in the survey analysis. This analysis will also be produced for all schools in the district. Parents, students, and teachers answer the same questions on the survey with the exception of the students in the effective school criteria. During the design of the survey the committee met with groups of students at each level to get their input on survey items, as a result 10 questions were developed using "student language" relating to the seven effective school components (Appendix B). Another step that was taken to assure the quality of the survey was that individuals from THE FLORIDA STATE UNIVERSITY were used as expert

reviewers of the surveys. All surveys are numbered (1, 2, 3, etc.) to assist in data collection and to identify the school/subject where the instrument was sent. It is very important that individual schools receive the appropriate feedback, and again it helps increase the parent response rate in the individual schools.

Community Survey Instrument: The same survey format, with fewer items, was used for the Community Survey. In addition the community members (key informants) were asked to rate the quality of education in this district at every level (see PART II - page 17 to 22), the overall district and the Superintendent/School Board. A question was also included to gather data on their perceptions of what the biggest problems facing our district are.

SAMPLE SELECTION: All participant samples were drawn form Leon County's 22 elementary schools, 7 middle schools, and 5 high schools. All parents were surveyed at grades 3, 5, 6, 8, 9, and 11, with surveys sent home and returned via the students. Interpretation of parent results should be qualified considering that parent survey responses were voluntary and therefore may not be representative of all parents. All 3rd and 5th grade elementary students were surveyed. Random samples of 6th and 8th grade classes (at least 150 students per grade) were surveyed, along with random samples of 9th and 11th grade classes (at least 165 students per grade level). All teachers (k-12) were surveyed.

Community Survey: For the Community Survey about 400 key informants and stakeholders were selected to be sampled in the Community Survey. Survey packets for implementation/administration including directions, timelines, survey collection and letters for community mail outs were developed and readied for each survey administration period. During the survey period cover letters explaining the importance and the need for this data

collection, and surveys were mailed to the Chamber of Commerce and Tallahassee's 21st Century Council. Several follow up techniques were developed to increase our response rates (see Part II - page 23 to 25). Also a separate demographic form was developed so that the data could be analyzed by the different variables of the community group. (see Part II - page 18).

RETURN RATES: The following tables reflect the return rates for the years 1991 (Table 1) and 1992 (Table 2). As you can see the return rates remain high for **students** and **teachers** (even though there was a drop in these groups for the 1992 Survey). **Parent** response rates remain low, at all levels, even though they are up slightly for the 1992 Survey, and are significantly lower at the secondary levels. Moreover, parent rates should be studied circumspectly due to the fact that they may not be representative of the school groups at that level. However, in a continuous attempt to improve the reliability of our parent data we have developed several strategies to assist schools in this area. Survey sampling charts were developed (Appendix E) based on the school's population to be sampled and needed returned responses to assure a 95% confidence interval, with an average of 80% favorable rating for all items. In addition a confidence interval of 95%, with an error rate of +/- 5% was produced for all items and all groups by school and levels (Appendix E). Finally **Survey Guidelines and Tips** (Appendix D) were developed and school decision makers were trained in this process.

TABLE 1

1991 Attitude Survey Return Rates

ELEMENTARY	# SURVEYS DISTRIBUTED	# SURVEYS RETURNED	% RETURNED
PARENTS	7,054	2,487	35.3
STUDENTS	4,585	3,977	86.7
TEACHERS	838	764	91.2
SECONDARY MIDDLE & HIGH			
PARENTS	7,770	1,594	20.5
STUDENTS	3,750	3,202	85.4
TEACHERS	603	593	98.3
OVERALL DISTRICT			
PARENTS	14,824	4,081	27.5
STUDENTS	8,335	7,179	86.1
TEACHERS	1,441	1,357	94.1

TABLE 2

1992 Attitude Survey Return Rates

ELEMENTARY	# SURVEYS DISTRIBUTED	#SURVEYS RETURNED	% RETURNED
PARENTS	7,053	2,735	38.8
STUDENTS	4588	3,960	86.3
TEACHERS	944	796	84.3
SECONDARY MIDDLE & HIGH			
PARENTS	7,835	1,361	17.4
STUDENTS	3,646	3,095	84.9
TEACHERS	790	626	79.2
DISTRICT OVERALL			
PARENTS	14,888	4,096	27.5
STUDENTS	8,234	7,055	85.7
TEACHERS	1,734	1,422	82

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HOW WAS THE PERCENT OF FAVORABLE RATINGS DETERMINED FOR THE DISTRICT SURVEY?

Only the responses from *Agree* and *Strongly Agree*, *Disagree* and *Strongly Disagree* from each group were counted to determine the percent of favorable and unfavorable ratings for all items and area summaries in the survey analysis. The items marked with *Uncertain, Don't Know* or items not answered were not tabulated in the survey analysis for the district or the schools. For example, let's say an item had 100 parent respondents, 65 rated the item *Agree*, 10 rated it *Strongly Agree*, and 15 rated it *Uncertain, Don't Know* or *Didn't Answer*. The total number of respondents marking the item *Agree* or *Strongly Agree* is 75, and the total number *Disagreeing* and *Strongly Disagreeing* is 10. This gives us a total of 85 parents responding for these categories. Thus, we have an 88% parent favorable rating and a 12% unfavorable rating for this item. It should be noted that this causes some inflation of the percent favorable rating, and in some cases discounts data in the other categories that may be valuable to the results. However charts are produced using a crosstabulation format by item and by group (parents, students & teachers), across schools (Appendix C). These crosstabulations show a breakdown of all responses on the scale, by percent and number of the group responding. Schools are encouraged to review this analysis and compare their results with other schools.

Community Survey: The responses from all rating scales are used in tabulating the results of the Community Survey. The *Agree* and *Strongly Agree* rating scales are collapsed to form the favorable ratings, *Disagree* and *Strongly Disagree* are collapsed to tabulate the unfavorable results. To report the other rating scales, the *Uncertain* and *Don't Knows* were collapsed and tabulated.

HOW WILL THE RESULTS BE USED?

For each school and level report, an *Effective School Profile* (ESP) will be produced for each of the 7 *Effective School Components*. Percent favorable analysis reports for the past two years (1991 & 1992) were produced by item for all schools, levels and district for comparison purposes. Also the two years of data will allow schools to look for downward trends that may be beginning to occur at the school or district levels (Appendix C). The major focus of the *ESP's* will be to assist schools and the district in identifying areas with strengths and needs as perceived by parents, students and teachers. The survey results could also serve as a measure of success or progress in reaching Superintendent/School Board, district, division, and school goals/objectives. Moreover, individual schools can develop their own plan for how the survey results can assist them with school or program improvement.

Survey Comments: To further validate the survey results, the comments of parents, students, and teachers were transcribed by school , topic and effective school criteria. This information was then sent to the individual school principals, to the superintendent, and to other key decision makers at the district office for further analysis. A good example of the comments' analysis may be found in Appendix A under Community Comments.

STANDARDS: Based on the following standards, the Attitude Survey results were analyzed. For Core Academic Programs the ratings would be considered high if the favorable ratings are at 90% or higher for parents and students, and a 95% favorable rating or higher for teachers. For all other areas, including Other Academic Programs, Student Services, Facilities , and the 7 Effective School Components, 80% or higher for parents and students and 85% or higher for teachers would be the standard used to determine a high rating or, if you will, a high effectiveness profile (ESP). However,

schools may choose to set their own standards or adjust these up or down to determine their own successes or effectiveness for students, programs and school. At the present time standards have not been set for the Community Survey.

WHAT DO THE OVERALL RESULTS SHOW US ?

With the exception of Academics, the 1992 Attitude Survey ratings for the district overall are lower than the previous years' surveys. This is especially true for the ratings of secondary teachers. The Community Survey results are reported in Part II of this paper - Superintendent's Brief.

ELEMENTARY DISTRICT RESULTS

Most Academic programs were rated high by all three groups. *Student Services* received lower ratings in "lunchroom" by teachers and students. Teachers also gave lower ratings for "School Psychologist/Social Worker" and "Guidance Counseling". Overall *Facilities* ratings were generally satisfactory at this level.

EFFECTIVE SCHOOL COMPONENTS: The majority of the effective school components were rated high by the respective respondent groups. However, there are a few items in the effective school components that received lower favorable ratings, these are identified in table 3.

TABLE 3

P = Parents, S = Students, & T = Teachers

Effective School Components - Items with lower ratings based on standards as indicated at the beginning of this section.

ELEMENTARY LEVEL		
COMPONENTS	**GROUP(S)**	**SURVEY ITEM(S)**
INSTRUCTIONAL LEADERSHIP	T	CLASS TIME IS PROTECTED FROM INTERRUPTIONS
FOCUS ON INSTRUCTION	T	INSTRUCTIONAL MATERIALS ARE PROVIDED
MONITORING STUDENT PROGRESS	T	STATE/DISTRICT TESTING IS APPROPRIATE
PLANNING	S	STUDENTS ARE INVOLVED IN PLANNING
POSITIVE SCHOOL CLIMATE	T	HIGH STAFF MORALE

MIDDLE SCHOOL DISTRICT RESULTS

Academic programs received favorable ratings from all groups (parents, students and teachers) except for "Reading" and "Foreign Language." The *Student Services* area had several items with lower ratings from parents, students and teachers. Students continue to give lower ratings to the "School Clinic", "Lunchroom", and "Transportation." The item "School Clinic" and "Lunchroom" received the lowest ratings. *Facilities* received lower favorable ratings, overall.

EFFECTIVE SCHOOL COMPONENTS: Overall the effective school ratings for middle schools were good. However, there were some lower ratings from within each of the areas at the middle school level.

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TABLE 4

P = Parents, S = Students, & T = Teachers

Effective School Components - Items receiving lower ratings based on standards as indicated at the beginning of this section. Items that are asterisk (*) are at least 10 % points below the standard.

MIDDLE SCHOOL COMPONENTS	GROUP(S)	SURVEY ITEM(S)
INSTRUCTIONAL LEADERSHIP	T*	CLASS TIME IS PROTECTED FROM INTERRUPTIONS
FOCUS ON INSTRUCTION	P,T	INSTRUCTIONAL MATERIALS ARE PROVIDED
	P,T*	SCHOOL EFFECTIVELY MEETS STUDENT NEEDS
	P	INSTR. MATERIALS/ACTIV. MEET STUDENT NEEDS
HIGH EXPECTATIONS	S	TEACHERS HELP STUDENTS FEEL SUCCESSFUL
SCHOOL/COMMUNITY COMMUNICATION	S*	TEACH, ADM. TRY TO UNDRSTND STUDNTS FEELINGS
MONITORING STUDENT PROGRESS	P*,T	STUDENTS BELOW POTENTIAL ARE HELPED
	T	STATE/DISTRICT TESTING IS APPROPRIATE
PLANNING	S*	TEACHERS AND STUDENTS WORK TOGETHER
	S*	STUDENTS ARE INVOLVED IN PLANNING
POSITIVE SCHOOL CLIMATE	S*	STUDENTS HAVE PRIDE IN SCHOOL
	S	STUDENTS KNOW/UNDERSTAND SCHOOL RULES
	T*	HIGH STAFF MORALE

HIGH SCHOOL DISTRICT RESULTS

The academic programs generally received favorable ratings from all groups except for the item "Career Ed." as rated by parents and teachers. Also the areas of *Student Services* and *Facilities* generally received lower ratings from all groups.

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EFFECTIVE SCHOOL COMPONENTS: Most of the effective school components were rated positively by the respective groups. However, like the middle schools, there are several items receiving lower ratings from within the effective school items and are identified in table 5.

TABLE 5

P = Parents, S = Students, & T = Teachers

Effective School Components - Items receiving lower ratings based on standards as indicated at the beginning of this section.

HIGH LEVEL COMPONENTS	GROUP(S)	SURVEY ITEM(S)
INSTRUCTIONAL LEADERSHIP	P,T*	CLASS TIME IS PROTECTED FROM INTERRUPTIONS
FOCUS ON INSTRUCTION	S*	TEACHERS TRY DIFFERENT WAYS OF LEARNING
	P*,T*	INSTRUCTIONAL MATERIALS ARE PROVIDED
	P	SCHOOL EFFECTIVELY MEETS STUDENT NEEDS
	P*	INSTR. MATERIALS/ACTIV. MEET STUDENT NEEDS
HIGH EXPECTATIONS	S*	TEACHERS HELP STUDENTS FEEL SUCCESSFUL
SCHOOL/COMMUNITY COMMUNICATION	S*	TEACH. ADM. TRY TO UNDRSTND STUDNTS FEELINGS
	P	GOOD COMMUNICATION BETWEEN REG. & ESE TEACH.
	T	SCHOOL HAS AN ACTIVE PTO/PTA
MONITORING STUDENT PROGRESS	P*,T	STUDENTS BELOW POTENTIAL ARE HELPED
	T*	STATE/DISTRICT TESTING IS APPROPRIATE
PLANNING	S*	TEACHERS AND STUDENTS WORK TOGETHER
	S*	STUDENTS ARE INVOLVED IN PLANNING
	P	COMMUNITY IS INVOLV./INFORM. ABOUT SCHOOL ACT.
	P*	EVALUATION OF STUD. ACHIEV. IS USED TO PLAN
POSITIVE SCHOOL CLIMATE	S*	STUDENTS HAVE PRIDE IN SCHOOL
CLIMATE	S	STUDENTS KNOW/UNDERSTAND SCHOOL RULES
	P,T*	HIGH STAFF MORALE
	T	THERE IS PRIDE IN THE SCHOOL
	P	TEACHERS USE VARIED METH. TO MEET STDNT NEEDS

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Highlights:

- All of the Attitude Survey summary areas, including the Effective School Components as rated by parents, students and teachers, received an 80% or higher rating at the elementary level
- Academic area ratings remain high from all groups but some items have dropped below 90%, especially at the secondary level (Appendix C)
- Secondary students gave the lowest ratings in all areas
- Students reported lower ratings in *student services, facilities, school/community communication and high expectations*
- The number of parents responding to the Attitude Survey needs to be increased, especially at the secondary levels, if the response ratings are to be representative
- Response rates from teachers and students are very high
- The Community Survey analysis is reported in PART II of the paper

PART II

April 1993
AERA Paper Presentation
Atlanta, Georgia

Community Attitude Survey

PERCEPTIONS OF SCHOOL EFFECTIVENESS
IN LEON COUNTY

Rick E. McClure, Coordinator
Research, Evaluation & User Services
Information Services

SUPERINTENDENT'S BRIEF

----1992 COMMUNITY ATTITUDE SURVEY RESULTS---

prepared by Research, Evaluation & User Services - IS 2/93

Background: The district's "Community Attitude Survey" was developed at the same time the district's attitude survey was rewritten. The process began in January of 1990 and this is the second year it has been administered to a community group. the survey closely parallels the district's attitude survey, focusing on effective school components and assisting in identifying need areas for "School Improvement."

NEW SURVEY GOALS: One of the major goals of the attitude survey is to include questions that reflect Leon County schools *Effective School Paradigm*. This would give the schools and district an opportunity to assess how effective our schools are as measured by the perceptions of our community informants. Also, two other areas from the district's previous attitude survey were retained (with revisions): Academic Programs and Facilities.

Survey Participants: Survey participants were selected from two **key informant** groups in our community. Forty members were selected from the Chamber of Commerce (the Executive Committee), and all members (337) of a recently formed 21st Century Council for Leon County. This last group has been charged with developing a "Quality of Life Report Card" for Tallahassee, and one of the areas to be reviewed is the quality of education in Leon County schools.

1992 Attitude Survey Return Rates :

COMMUNITY SURVEY	# RETURNED	% RETURNED
CHAMBER	25	62.5
21st CENTURY	211	62.6
COMBINED	236	62.6

DEMOGRAPHICS: Demographic information was collected in the following areas - gender, race, level of education, age, and source of employment. We also asked participants to identify whether they have children attending Leon county schools. This piece of demographic information seemed to be the only one significantly impacting answers. Respondents with children in the public school system appeared to be less negative in their views. For reporting purposes it should be noted that the racial breakdown was not proportionally balanced and therefore was not a consideration when analyzing the results.

WHAT DO THE OVERALL RESULTS SHOW US?

Highlights: Overall **academic programs** were not perceived as meeting the needs of students, especially in the fine arts and computer areas. However, it should be noted that over 50% of the respondents indicated that they were uncertain or didn't know about academic programs. The majority of the respondents feel the schools are not adequately funded. Respondents **with out** kids in school are more critical. Elementary schools are more positively rated by the respondents. Respondents were dissatisfied with classroom space , that schools do not communicate their philosophy and goals. Respondents disagree that there is high staff morale in the schools, and one of the lowest ratings was given to "schools are safe and orderly." Facilities received some of the highest ratings, cleanliness and appearance received the highest ratings along with some of the effective school areas. School and community communication area also received a high favorable rating. A high percentage of the respondents rated many of the survey items as **don't know or uncertain**. This may be an indication that this group of **key informants** is not as informed about the school system as they could or should be.

Educational Quality: Again elementary schools received the highest ratings (2.45), and the overall district (2.00) and high schools (2.01) were rated as average. The superintendent/school board (1.67) and middle schools (1.66) received the lowest ratings. These ratings are based on a 4.00 scale.

For more information regarding this report please contact Dr. Margarida Southard or Rick McClure at 487-7196.

1992 COMMUNITY ATTITUDE SURVEY
COMPOSITION OF THE SAMPLE

DO YOU HAVE CHILDREN ATTENDING LEON COUNTY SCHOOLS?

	%
YES	25.2
NO	66.7

GENDER

FEMALE	34.2
MALE	63.7

AGE

18 - 29	6
30 - 49	55.6
50 AND OVER	36.3

RACE

WHITE	84.6
BLACK	10.3
HISPANIC	0.9
OTHER	1.3

HIGHEST DEGREE EARNED

HIGH SCHOOL	5.1
BACHELORS	35
MASTERS	28.6
DOCTORATE	23.1
OTHER	6.4

EMPLOYED BY

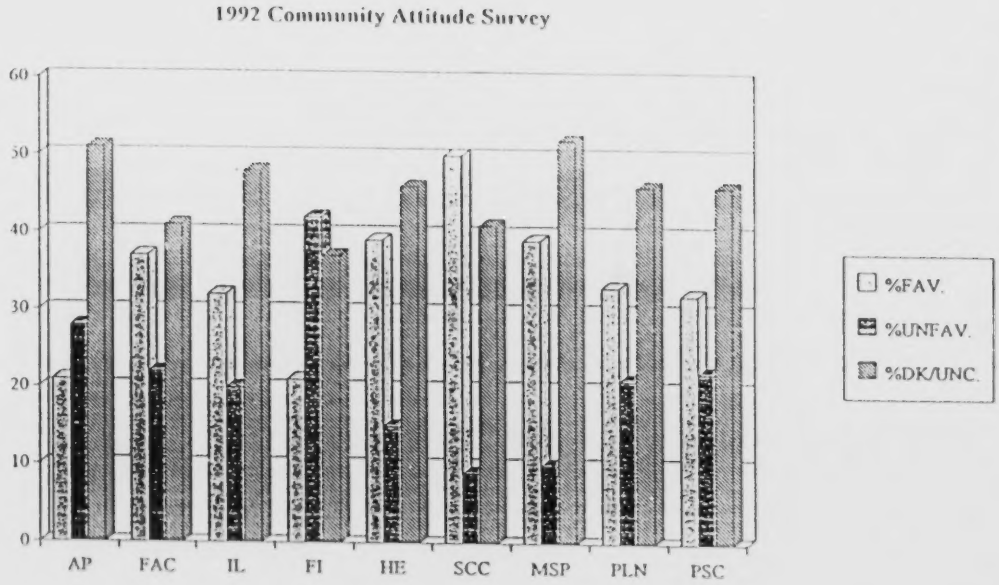
STATE GOVERNMENT	16.7
LOCAL GOVERNMENT	6
COLLEGE / UNIVERSITY	11.1
PRIVATE OR NON-PROFIT ORGANIZATION	42.7
OTHER	20.1

01/93 1991-92 Attitude Survey - All Groups Analysis
Community Summary

	% Fav.	% Unfav.	% DK/Unc
Academic Programs			
1 READING/ENGLISH	24	35	41
2 SPELLING	24	30	46
3 LANGUAGE ARTS/ENGLISH	23	31	46
4 MATH	25	29	46
5 SCIENCE	21	28	50
6 SOCIAL STUDIES	26	20	55
7 FINE ARTS	21	26	53
8 COMPUTER ED.	15	29	56
9 VOCATIONAL ED.	15	24	62
Summary for Area	21	28	51
School Facilities			
10 REPAIRS AND MAINTENANCE	38	16	45
11 CLEANLINESS AND APPEARANCE	51	18	32
12 SAFETY	35	19	46
13 INSTRUCTIONAL/CLASSROOM SPACE	23	35	42
Summary for Area	37	22	41
Instructional Leadership			
14 SCH./DIST. COMMUNICATE GOALS/PHILOSOPHY	23	47	30
16 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	42	20	38
18 PRINC. & OTHER OFFICIALS ARE HIGHLY VISIBL	38	7	55
20 ASST. PRINCIPAL HIGHLY VISIBLE	24	7	69
Summary for Area	32	20	48
Focus on Instruction			
27 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	16	44	41
30 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	34	24	43
33 SCHOOLS ARE ADEQUATELY FUNDED	12	59	29
Summary for Area	21	42	37
High Expectations			
17 SCH./DIST. BELIEVE ALL CAN LEARN	44	17	39
29 TCHRS PARTICIPATE IN PROF. DEV.	34	5	61
32 COMMUNITY SUPPORTS PROGRAMS	40	22	38
Summary for Area	39	15	46
School/Community Communication			
15 SCHOOL HAS ACTIVE PTO/PTA	50	9	41
Summary for Area	50	9	41
Monitoring Student Progress			
25 STATE/DISTRICT TESTING IS APPROPRIATE	23	15	62
26 STUDENT PROGRESS REGULARLY REPORTED	54	4	42
Summary for Area	39	10	52
Planning			
21 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	32	36	32
24 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	40	10	50
31 ADM.,TEACH,PARENTS,COMM. HELP PLAN GOALS	27	18	56
Summary for Area	33	21	46
Positive School/Climate			
19 THERE IS PRIDE IN THE SCHOOL	44	20	36
22 A WRITTEN SET OF RULES EXISTS	44	5	51
23 SCHOOLS ARE SAFE AND ORDERLY	26	29	44
28 HIGH STAFF MORALE	13	33	53
Summary for Area	32	22	46
Rating of Educational Quality (A=4,B=3,C=2,D=1,F=0)			
Elementary		2.45	
Middle		1.66	
High		2.01	
Overall (District-Wide)		2.00	
School Board\Superintendent		1.67	

Total Respondents : 234

GRAPHIC ANALYSIS



KEY

AP - Academic Programs
FAC - School Facilities
IL - Instructional Leadership
FI - Focus on Instruction
HE - High Expectations
SCC - School/Community Communication
MSP - Monitoring Student Progress
PLN - Planning
PSC - Positive School/Climate

COMMUNITY ATTITUDE SURVEY FORM (SIDE 1)

LEON COUNTY SCHOOLS, 1992 COMMUNITY ATTITUDE SURVEY

TITLE (position): _____ SIGNATURE (optional): _____

Do you have children attending Leon County Schools? ○ Yes ○ No
If yes, what levels? (mark all that apply) ○ Elem ○ Middle ○ High

The following items refer to programs and services provided to children in the Leon County School System. Mark: "Strongly Agree" if you strongly agree, "Agree" if you agree with the statement, "Uncertain" if you are uncertain, "Disagree" if you disagree with the statement, "Strongly Disagree" if you strongly disagree, or "Don't Know" if you have no opinion. Please complete sections 1 through 5.

INCORRECT MARKS: ⊗ ◐ ◒ ◕ CORRECT MARK: ○ ● ○ ○

We encourage your comments and would particularly appreciate an explanation of any items marked "Disagree" or "Strongly Disagree" so we may better understand your concerns. Please feel free to use additional pages for comments beyond those permitted by the limited space on this form.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
1. The following educational programs are effectively meeting the needs of students in this community.						
Reading/English	○	○	○	○	○	○
Spelling	○	○	○	○	○	○
Language Arts/English	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○
Science	○	○	○	○	○	○
Social Studies	○	○	○	○	○	○
Fine Arts	○	○	○	○	○	○
Computer Education	○	○	○	○	○	○
Vocational Education	○	○	○	○	○	○
2. The schools' facilities are satisfactory.						
Repairs and maintenance	○	○	○	○	○	○
Cleanliness and appearance	○	○	○	○	○	○
Safety	○	○	○	○	○	○
Instructional/Classroom space	○	○	○	○	○	○
3. EFFECTIVE SCHOOL CRITERIA						
The schools and district communicate their philosophy and goals effectively to the community	○	○	○	○	○	○
The schools have active parent/teacher organizations (PTO/PTA)	○	○	○	○	○	○
The administration encourages parents, students, teachers, and community members to cooperate in planning and achieving the goals of the schools	○	○	○	○	○	○
The schools and district believe that all students can learn.	○	○	○	○	○	○
The principals and other school officials are highly visible at school and during school activities.	○	○	○	○	○	○
There is pride in the schools.	○	○	○	○	○	○
The assistant principals are highly visible at school and during school activities.	○	○	○	○	○	○
The community is informed about and involved in school activities.	○	○	○	○	○	○
A written set of rules outlines acceptable student behavior and discipline procedures.	○	○	○	○	○	○
The schools are safe and orderly.	○	○	○	○	○	○
The involvement of the community through the use of volunteers and Partners for Excellence is effective.	○	○	○	○	○	○
The amount of state and district testing is appropriate.	○	○	○	○	○	○
Students progress is reported on a regular basis.	○	○	○	○	○	○
The schools and district are effectively meeting the students' academic needs.	○	○	○	○	○	○
There is high staff morale in the schools.	○	○	○	○	○	○
Teachers participate in professional development activities.	○	○	○	○	○	○
Learning is seen as the most important reason for attending school in this community.	○	○	○	○	○	○
Administrators, teachers, parents, and community members participate in planning school goals.	○	○	○	○	○	○
The community supports the educational programs in this district.	○	○	○	○	○	○
The schools in the community are adequately funded.	○	○	○	○	○	○

COMMENTS: _____

22421 PLEASE TURN THE PAGE AND COMPLETE THE ITEMS ON THE BACK ▶

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COMMUNITY ATTITUDE SURVEY FORM (SIDE 2)

4. If you were to rate the quality of education in the community, what grade would you give?

	A	B	C	D	F	Don't Know
Elementary Schools	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	Ⓚ
Middle Schools	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	Ⓚ
High Schools	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	Ⓚ
Overall (District-wide)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	Ⓚ
School Board/Superintendent	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓕ	Ⓚ

5. What are the biggest problems facing Leon County Schools?

Comments:

DO NOT WRITE IN THIS SHADED AREA

Thank you for your time in filling out this survey and for your comments. Please use additional sheets to comment beyond the limited space provided on this form. PLEASE MAIL THIS SURVEY AS SOON AS POSSIBLE to Superintendent of Schools, 2757 West Pensacola Street, Tallahassee, Florida 32304

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FIRST LETTER

SUPERINTENDENT
William M. Woolley

BOARD CHAIR
Donna Uzzell

EXECUTIVE DIRECTOR
William D. Piotrowski, Ph. D

BOARD MEMBERS
Mike Conley
Donna Harper
Emily Millett
Curtis Richardson

July 22, 1992

Dear 21st Century Council Member:

Enclosed is a 1992 Community Attitude Survey for Leon County Schools. As a key community member, we are asking that you complete the survey and return it in the enclosed envelope by August 3, 1992. Also please complete the Demographic Information form which will assist us in analyzing the results.

We at Leon County Schools are interested in seeking opinions and ideas of our major stakeholders regarding our schools and programs. This survey was also administered to students, teachers, and parents in Leon County Schools.

We feel that this survey will provide needed information on quality indicators of school effectiveness and guidelines for school improvement. In addition, the survey will provide information that can be used for developing a Quality of Life Report Card for Education in Tallahassee.

All responses will be confidential. We will be sharing the results of this survey with appropriate Leon County School Staff and 21st Century Council Committees.

Thank you in advance for contributing your ideas and opinions through this survey. We will be happy to answer any questions you may have; please call Rick McClure at 487-7196. We are looking forward to hearing from you.

Sincerely,

Margarida F. Southard

Margarida F. Southard, Ph.D
Director, Research, Evaluation and
User Services

cc: William M. Woolley, Superintendent, Leon County Schools
Mr. Stan Tait, Executive Director, 21st Century Council
Bill Piotrowski, Ph.D., Executive Director, Information Services

INFORMATION SERVICES
2757 West Pensacola Street - Tallahassee, Florida 32304 - 2998 - (904) 487 7196

The Best Place to Learn

SECOND LETTER

SUPERINTENDENT
William M. Woolley

BOARD CHAIR
Donna Uzzell

EXECUTIVE DIRECTOR
William D. Petrowski, Ph. D

BOARD MEMBERS
Mike Conley
Donna Harper
Emily Mallett
Curtis Richardson

September 2, 1992

Dear Chamber of Commerce Member:

Recently, we sent you a 1992 Leon County Schools Community Attitude Survey. As of this date, we have not received your completed survey. If you still have the Community Survey and the Demographic Form please fill them out and send them to Rick McClure at the address listed below. If you no longer have them in your possession, please give us a call, we will be glad to send you other copies.

We are now in the final stages of the Community Attitude Survey data collection process, and would like to have your survey responses included in our results. Please take the time to contribute your ideas and opinions through this survey and return it today, it would be appreciated.

Please call us at 487-7196 if you have any questions about the survey.

Again, let me say THANK YOU for your cooperation with this project. We appreciate you helping us attain a high response rate.

Sincerely,

Margarida F. Southard

Margarida F. Southard, Ph.D
Director Research, Evaluation and User Services

Rick McClure
Leon County Schools
Research, Evaluation and User Services Department
2757 West Pensacola Street
Tallahassee, FL 32304

INFORMATION SERVICES
2757 West Pensacola Street - Tallahassee, Florida 32304 - 2998 - (904) 487-7196

The Best Place to Learn

REMINDER FORM

INPUT REQUESTED ON COMMUNITY ATTITUDE SURVEY
PLEASE TELL US WHAT YOU THINK

By now you should have received a copy of "The 1992 Community Attitude Survey and Demographic Information Form." Which will be used to aid with school improvement. We welcome your input, which may be submitted by:

- returning the enclosed Community Survey and Demographic Information Form to Marie Fairchild or Rick McClure at 2757 West Pensacola Street, Tallahassee, Florida 32304;
- calling either of us at 487-7196 and giving your comments by phone;
- or fax us your Community Survey and Demographic Information Form at 487-0022.

Please, we need your input as soon as possible. Thank you for your cooperation with this project.

Appendix A

1992

COMMUNITY ATTITUDE SURVEY

COMMENTS

COMMUNITY MEMBERS WHO DID NOT ANSWER QUESTION 1 (DO YOU HAVE CHILDREN ATTENDING LCS?)

ACADEMICS:

-Our schools need to get back to the basics, we need to be sure that our children can read and write legibly, and that they know math well enough to survive in today's society. It is the basic life skills we need to emphasize, not all these other subjects and ideas.

ADMINISTRATION:

-We need an appointed superintendent!

EFFECTIVE SCHOOL CRITERIA:

-The biggest problem facing LCS - leadership and innovation in handling diverse learning needs of students.

-One of the biggest problems is to create community and parent involvement.

-Until the quality of education is equal in all schools throughout the county, the educational programs here are not meeting the needs of our children.

-The experience of my colleagues, those whose children were not admitted to the DRS, has been mixed. I know some good teachers in the system, and I am sure there are some duds, but that would be natural. I suspect that the presence of two universities and a community college creates a pool of place-bound educators who give Leon county a better core of teachers than the county deserves or could pay for. I know some of those teachers personally.

-It has been 20 years or more since I have visited the local schools and I have traveled widely. It is only inadvertently that I tried to obtain some public school textbooks to teach English to a Japanese lady - and discovered the really awful stuff your schools are using! Throw it out, burn it and wake up to what life is all about. Shame - shame - shame!!

-Terrible communication from middle schools to parents.

-Too much emphasis on "enhancing" gifted instead of enhancing all students, esp. basic who could with attention,. become more motivated.

-There are some excellent teachers and administrators in our Leon County Schools. The major problem is that too much money is being diverted to upper level administrators (both on the local and state level) and not enough of our tax dollars are going where they belong -- into the classroom. It is shameful that the District purchased and provides automobiles for administrators when at the same time classroom teachers must request that students bring paper from home for schoolwork. It is unconscionable that our best and brightest teachers are bogged down by useless paperwork which is necessary fodder for the bureaucrats on Pensacola Street. I cannot understand how school administrators can justify spending money on extras when there isn't enough money for text books. The voters of this community spoke out on September 1st, I believe they will continue to speak out and demand that our tax dollars be spent educating our children and not providing an income for paper pushers.

FUNDING:

-One of the biggest problems is the need for adequate funding.

-One of the biggest problems facing LCS is money!

-Adequate funding remains the single most important factor affecting the quality of education in Leon County.

-Lack of funding is a problem.

-Funding and increasing student enrollment are problems.

NOT FAMILIAR WITH LCS:

-I regret very much that I do not know enough about the LCS system to offer a reasonable evaluation of it.

MISCELLANEOUS:

-Under section 4, is the last selection "OK" or "Don't Know"?

PHILOSOPHY OF EDUCATION:

-The textbooks used to teach our children to read - the basic skill upon which their entire education is built - are appalling - junk! Teddy bears going on picnics and other flotsam and Jetson are guaranteed to anesthetize and/or destroy what brain power their parents haven't destroyed by the time they enter school. I attended FSU teacher training classes and made top grades (working towards my doctorate) but left - as have done many good educators - because teachers are carefully prevented from focusing on child development and teaching and understanding the whole child. Dr. Witherspoon was one of these top faculty members. If?? you really want to educate our children, there are two thoroughly tested systems of education that are found to be using good textbooks. You should send to these schools and ask for a complete set of their textbooks - especially those used in grades 1 -3 and really compare them, thoughtfully with what you are now using. The Winnetka Public Schools, Winnetka Illinois have gained world wide acclaim for the past 50 years, their students have tested in the highest echelons and been followed for a life time. They provide top leaders in their professions and communities. The Dalton School in New York leads the nation in a demonstration school thoroughly grounded in child development and their focus is on the whole child. Go and observe these schools in action, they are both doing a very very - measurable and observable good job of educating children.

COMMUNITY MEMBERS WHO HAVE CHILDREN IN LCS:

ACADEMICS:

-All students? Compared to what standards?
-Further involvement for terminal or students with vocational training.
-The SAT scores of both my son and daughter show there should be improvement in English and Language skills taught by the schools.
-Not adequately preparing vocational students for world of work.
-Many special programs are developed while not "fixing" core education - there are many examples of fine education in Europe/Japan/some American cities - don't have to reinvent wheel with fancy programs just need to prepare students to think and to understand the world around them.
-Passing children who shouldn't be passed especially in 9th grade.
-Inadequate drop out prevention, too little too late.
-There seems to be a greater commitment to athletics than academics.
-Coordination of regular and handicapped pre-k programs with existing child care programs is a problem.
-Dropout rates and student achievement trends and the proportion of high school graduates who must take remedial instruction in community colleges.
-Poor English and Math skills are a problem.
-More focus on English, Math and History knowledge - back to basics.
-Teachers who's skills are outdated and have no desire to improve (specific: math and science).
-Need more foreign languages, and more science starting in middle schools.

ADMINISTRATION:

-Too much administration (too many administrators). Insufficient innovation.
-Education in general has suffered - I think the administrative part of the Board of Education is too large - it should be cut before teacher positions are eliminated. I don't want to relabor the point but my perception is that there is room for change and reorganization.
-The Superintendent and school board fail to put the classroom first...financially and otherwise.
-Lack of a clear goal is one of our biggest problem.
-A strategic plan which defines a clear destination, and landmarks which identify it, is the starting place for Leon County.
-Inadequate management of funding. Need top position to be a qualified professional - not a politician. Teachers must be adequately compensated for time & energy, not given less and less.

-Cessation of capricious rotation of administrators - particularly w/o equal privilege for teachers and other staff.
-Work to cease FTE formulas based on attendance.
-The school board/superintendant seem out of touch. They should all be required to teach a class every year.
-Poor job done at the top: poor leadership at the supt. level even though the quality at the teacher level seems to be good.
-One problem is excessive administration.
-One of the problems facing LCS is adequate planning for future needs and growth.
-Administration is (in my opinion) reckless and unable to produce goals and objectives that the entire community is seeking.
-Too much political bickering, hence "management by crisis".
-The board is characterized by petty and not so petty political bickering. The office of superintendent is ineffective. the district seems incapable of performing its job and what good that occurs appears to occur in spite of the district and because of dedication and hard work in the classroom and sometimes at the school house.
-The lack of trust between school board and district management.
-Who runs LCS system? The board or the superintendent?

EFFECTIVE SCHOOL CRITERIA:

-It is difficult to say whether the educational programs of this county are effectively meeting the needs of the students. I think they are for students that are high achievers, I'm concerned that they are not for below average and some average students. I have to work with my children at home every evening with their school work. One of my children would be considerably behind his class if I didn't. Some of the reasons for this are: 1. Class size - 27 to 30. 2. No aid. 3. Several active classmates. 4. The teacher spends more time trying to keep control of the class and has less time to teach. 5. Testing of emotional and educational handicaps is delayed ridiculously long 2-3 months (one part- time psychologist comes to the school one day a week, if that). I also think that more money is spent on the gifted program - there's more need in the LD program.
-Lack of teacher evaluation criteria (so that teacher performance is better understood).
-One of the biggest problems facing LCS - adequate staff numbers.
-One of the biggest problems is - student teacher ratio is too high.
-One of the biggest problems is the availability of state of the art materials for the students.
-One of the biggest problems is the loss of discipline at home and at school.
-Inconsistency b/n memos/letters and policies. Need more emphasis on Elementary levels - this is where you enthuse kids.
-From what I can tell there seems to be pride in the school.
-I would have to assume that student progress is reported on a regular basis.
-There is high staff morale - I have heard to the contrary.
-There is too much red tape for teachers.
-Children without "special needs" (not "gifted" or "learning disabled") often don't have the challenges they need.
-Need to expect more of everyone - students, teachers, administrators; too many videos, class parties (Friday is party day), and bribes for good behavior - need longer school year and fewer early release days.
-The principals and other school officials are highly visible at school and during school activities - what does this measure?
-Discipline - management of disruptive students (esp. as it relates to drugs, alcohol, weapons) must bring this under control - seems somewhat better (?) this past year.
-Further needs to separate "troublemakers" (second chance type schools, at all levels).
-Development of a firm policy to prohibit all individuals (parents and students) from restricting teachers in areas of curriculum and behavior.
-Development of a flexible tracking program policy needed.
-No teacher should have to deal with any student with psychotic, criminal or drug affected behavior.

-WT Moore and Springwood have active PTO/PTA.
-Also, I shudder when I think of my children entering middle school due to violence and chaos in those schools.
-Biggest problem facing LCS - school/community communications/relations. In school communications - administration/other staff.
-For a community like Tallahassee with 2 major universities and a high number of degreed residents, our schools are a disgrace. There is no forward thinking happening; nothing new being tried except
at the administrative level. We don't apply enough pressure on FAMU and FSU to more actively participate in our school system.
-Our schools don't effectively communicate with divorced parents to keep all parties informed of a child's progress.
-Stop accepting mediocrity! Challenge students and demand that parents get involved!
-One of the problems facing LCS is crimes/drugs on campus.
-My daughter is a student at SAIL. She is very happy with her experience there and has had very good teachers.
-SAIL has been a good experience for my daughter. I would like to see expansion of alternative and magnet educational options for all kids.
-Safety and drugs are a problem.
-Some schools do a much better job than others - teachers who are motivated to teach and supported in that endeavor make the critical difference - they "turn on" kids to learning.
-Some of the biggest problems facing LCS are: Not instilling value of learning, not teaching students to think, focus is on memorizing facts and not on understanding - spoon feeding.
-No peer counseling.
-Although I do not have any children in public schools now, all 4 of my children graduated from Leon High. the "disagree" ratings on the reverse were based largely on the fact that there is such a wide disparity between the schools in south Leon county and those in the North of the county. Something must be done to raise the standards in the south to those in the north.
-Even though this is a "university town" there seems to be a lack of support for public schools.
-There is pride in the schools - come on?
-The assistant principals are highly visible at school and during school activities - so what?
-The amount of state and district testing is appropriate - for what?
-Learning is seen as the most important reason for attending school in this community - come on. I would hope so.
-One of the problems is the inequities in resources including instructional staff among the schools.
-Teacher paperwork is a problem.
-One of the problems facing LCS is low teacher salaries.
-The administration encourages parents, students, teachers, and the community members to cooperate in planning and achieving the goals of the schools - there is room for improvement.
-One problem is that classrooms are too large.
-At Nims there are no materials for science classes.
-No participation in the community's educational programs, i.e. (ACT-SO), Afro/Academic Cultural Technological Scientific Olympics, African American Writing Contests. No encouragement to enter science fairs, art contests, talent contests, etc.
-Discipline is a problem.
-Teacher/student ratio is a problem.
-Parental involvement is a problem.
-No sense of long range vision is a problem.
-Suggest a "blue ribbon" team of business people to support the schools in the legislative process.
-Old books and crowded classrooms are a problem.
-Teachers are underpaid, overworked, and they need to use their own money for supplies - this is a big problem.
-Racial tension, fighting, safety is a problem, and weapon control.
-The community, school board and superintendent are not aligned on long-range goals and strategic

plan for how to achieve them.
-Low morale, and lack of communication.
-The failure of parents in supporting high academic goals for youngsters is a problem.
-There are also treats from within the system including poor teachers, disincentives to teach critical thinking - teaching for tests, and politicization of administration.
-Safety issues are a problem, particularly in middle school where weapons are common place.
-Program quality varies by principal and teacher. There is no clear average.
-A lot of people are trying hard to help - that's good, not a problem.
-One problem is the differential quality in teachers/site administrators.
-Difficulty in obtaining change is a problem.
-Discipline appears to be less than a priority.
-Schools forget that children of divorced/separated parents have more than one parent, information should be sent to the parent with whom the child does not live.
-The biggest problem is discipline, it is not taught in most homes, therefore it must be taught in schools. It must then be monitored and rewards and punishments awarded. Students have no respect for others or others' property, for the most part.
-I like the stand and direction of Mr. Woolley, but I don't think that the school board listens to parents.
-Need better enforcement incentives for discipline - overall need for all cultures, race, sex and age.
-The lack of energetic, innovative, imaginative teamwork, except in isolated instances.
-I have never seen classrooms with 37 students in a 6th grade geography class! Poor teacher and poor students!
-Interracial harmony is a problem.
-Substance abuse is a problem.
-Teacher salaries are a problem.
-PTO/PTA effectiveness varies from school to school.
-The community appears to have become resigned to mediocrity in its schools.
-Safety on campus by school and thugs disrupt any learning environment. My daughter was at Deerlake the past 2 years and she encountered it there - one of our flagship school. God help those at Nims. She's in Maclay for High School. That's a sad state of affairs. P.S. Our "thugs" come in all colors in Leon County.
-Schools need to report their progress each year to the public and in the paper!
-The security of our students while on campus is a problem.
-Safety in schools. More one on one attention and time with students. Classrooms are too large. More follow-through by teachers/administration.
-Need higher student expectations and heavier student work demands.
-I think teachers are exasperated with discipline problems and that they have too many children per class.

FACILITIES:

-One of the biggest problem facing LCS - facilities are overcrowded.
-Adequate facilities is one of the biggest problems facing LCS.
-One of the biggest problems is the availability of state of the art facilities.
-Classrooms are very overcrowded - 28 kindergarten pupils is ridiculous!
-Limit class sizes drastically.
-Equipment/technology and class size are a problem.
-My comments and observations relate to Kate Sullivan and Raa schools - I am not too familiar with the entire county.
-Overcrowding is a problem.
-There is never enough classroom space and too many students in each class.
-Facility repair/maintenance is a problem.
-The equipment is not kept up and lockers need repairs.
-Bathroom graffiti.

FUNDING:

-Lack of funding.
-One of the biggest problem facing LCS - funding to meet academic needs to increase teachers for growth.
-The biggest problem is the lack of funding, and therefore teacher shortages and inadequate special learning situations.
-The biggest problem is funding.
-More money would not solve any problems - it might make life a little easier for administrators, and teachers requesting raises, but it would not make education better.
-Inadequate funding.
-Need more $ for teachers and classrooms.
-The lack of adequate funding and lack of effective use of existing funding.
-The biggest problem facing LCS is the reduced state & federal revenue.
-Because of funding class size is too large and we have inadequate equipment and resources.
-Securing funding to keep up with growth is a problem.
-Funding may be adequate, but money is not being spent effectively.
-Districts are not adequately funded by the legislature & local government.
-Funding is a problem facing our schools.
-Funding is a problem.
-The growth in student population paired with the fiscal crisis is a problem.
-Money - there is never enough. We don't seem to be keeping up due to lack of funds.
-Serious funding limitation in Leon County due to funding formula.
-Budget cuts are a problem.
-Funding is a problem.
-There should be appropriate funding for whatever schools need - it should be a top priority.
-The continuing lack of funding and hence importance of subject areas that in my estimate, create a well rounded individual - the arts, music, home etc., shop whenever there are cuts these areas are cut.

NOT FAMILIAR WITH LCS:

-My knowledge is limited to my child's school. I have no basis upon which to evaluate the entire system, this survey is ridiculous!
-All this survey can measure is my own prejudices and perceptions, on a personal level. I am delighted with the experience of my son at Gilchrist Elementary. I have no way of judging the system on a whole, however. How can I possibly venture an opinion of schools other than those of which I have personal knowledge?
-Billy attended Satellite High School in Satellite Beach, FL. The last two years - we just moved into the Leon High zone and I have no basis to make any judgments.
-I can only judge based on 2 schools which are generally known as good schools (WT Moore and Springwood), so community wide my answers may be different but I have no knowledge of other schools.
-My answers are very biased due to limited exposure to the school system. My children in elementary school are receiving a good ed., but from what I have read/heard other school children in other schools may not be as fortunate.
-This survey asks the respondent to evaluate all schools and the district as an entity... my experience on the items is limited to a single school. I've responded to those I feel comfortable I know something about.
-I have a stepchild in Godby, my involvement is unfortunately limited.
-I started to complete this form earlier, but found that most of my replies were in the don't know category and gave up. I am filling this out now, but again most are don't know. My three daughters all went through the Developmental Research School (Florida High) from kindergarten through high school. I have not had a great deal of experience therefore with the public schools in Leon County.

MISCELLANEOUS:

-Improve middle schools so the public image will improve.
-Lively is not doing a thing for this community. i.e. med. tech students in mid July Democrat article.
-Middle schools are a mess. Teachers are fantastic, reward them.
-6th grade belongs in elementary, and 9th in middle school.
-Your participation might increase if you sent a return envelope. Perhaps a professional firm should handle the survey.
-This is a terrible questionnaire. The items do not reflect the real issues and generally assume too much knowledge on the part of the respondents.
-One of the biggest problems facing LCS is that it's a hard job.

PHILOSOPHY OF EDUCATION:

-The "traditional" method of delivering instruction is no longer doing the job. Innovation / technology needs to be utilized - break with the traditional teacher standing in front of the class lecturing - take some risks! Increase individualized instruction!
-Not a clear vision of what schools need to teach - too much emphasis upon process and not enough on outcomes.
-Realign philosophy from process to content.

COMMUNITY MEMBERS WHO DO NOT HAVE CHILDREN IN LCS

ACADEMICS:

-I disagree with all areas - my answers are in relation to all students.
-High School graduates cannot communicate, verbally or written.
-The drop out rate is increasing. We should develop a "Cities in Schools Program" at the lower, middle and High school level.
-Biggest problems facing LCS - to totally focus the equation on Math, Science, English, and Computer Literacy. Eliminating other parts of the curriculum if necessary to achieve proficiency in these areas.
-One of the biggest problem facing LCS is the dropout rate.
-The biggest problem is the student drop outs.
-Two of the biggest problems are increasing test scores and decreasing drop outs.
-There is a desperate need for a supervisor of Fine Arts. The lack of a string program really short changes instrumental music. The TSO program is a start but just a start.
-One of the problems facing LCS is the lack of vocational education (appealing, attractive vocational ed.).
-One of the biggest problems facing LCS is dropout prevention.
-Priorities should go to increasing program differentiation and school-based autonomy.
-There is too much sports.
-Little emphasis on academics. Too much sports.
-More emphasis on academics with teacher participation and planning as well as control.
-Not enough money to provide essential courses that build self-concept, character and enjoyment of learning, e.g. art, music, theater, and small child-teacher ratio.
-Students preparing for college seem to be getting a better education than those who are not (the vast majority). I hire students from local schools and they can't read, write or reason.
-There should be more emphasis placed on vocational training and more opportunities in the vocational area.
-The biggest problem facing LCS is that more is not being done to educate students about HIV/AIDS. Why teach them math when their unsafe behavior is going to kill them before they turn 30?
-Our schools are producing high school graduates lacking in basic skills. these children are passed from grade to grade without appropriate interventions when they are in elementary school. Many

children with basic skills have no analytical or critical thinking skills.
-Adequate preparation for all students is a big problem.
-One of the problems facing LCS is training for employable skills.
-One of the biggest problems facing LCS is a lack of relevance or connection between what is being taught and how it will be used following graduation.
-Vocational programs need to be revamped and rethought. Innovative programs need to be implemented.
-I have taught at the freshman level at FAMU for 8 years. The general level of knowledge in social studies and art in the students, and their ability to write English was abysmal.
-Leon County Schools continue to prepare students for our past, not their future. The curriculum and use of technology is very inadequate for the 21st century.
-It is impossible for me to answer most of these questions as I have no children and did/do not attend schools in Leon County. My answers reflect the experiences of my work place - my colleagues who were locally educated and the general public I deal with on a frequent basis. From this experience, I would say reading and math skill levels are insufficient.
-Insufficient "head start" type of programs is a big problem.
-Insufficient summer programs.
-Students we hire can't spell or write.
-More art and music education.

ADMINISTRATION:

-I am greatly concerned about the future of Florida's educational system, and I do favor the appointed superintendent as a leader.
-Top, heavy bureaucratic administration is a problem.
-The lack of accountability/standards.
-There is not enough implementation of planning recommendations from parents, teachers, etc.
-Weak elected school board because of the elected superintendent.
-Administrators who don't teach - more administrative cost should be shifted to teaching following the private school example.
-Lack of confidence in the Superintendent is one of our biggest problems. State, I am quite appalled by the large number of coordinators and in my one attempt at working with them - a total lack of interest and a general "passing the buck attitude".
-We need a professionally trained and certified Superintendent - hired after an in-depth study of county needs and a county wide search - not a local person - but an educator who has been educated in the business of school administration (Bachelors, Masters, EDS) and Superintendent certification as minimum requirements.
-I am also concerned over the constant reports of missed application dates leading to no funds: stories of shortages; then the reports of 3 million excess "to be distributed at tonight's board meeting". A good administrator would be sure these things do not happen.
-Voters need an elected school board and an appointed Superintendent. We need to keep trying on this issue. Policy is still very fuzzy and schools appear to lack direction.
-Too much bureaucracy and directions from Woolley and his potentates.
-I have heard many good things about LCS administration, but we still do not have the level of student performance that we need.
-One of the problems is the lack of cohesive leadership.
-One of the problems is that there is no (reliable) long term plan. Leadership is effective. The board is mixed, but negatively impacted by the local Democratic hacks.
-Too much administration - such salaries and positions should be allocated to teaching and facilities.
-I've also been dismayed by Woolley, who appears to pad his own payroll. In general, it appears to me that school administrators are paid far above the US average, while teachers are paid below the US average. Quality education cannot occur so long as such an inequality remains.
-Unprofessional management at both school and district levels. The district needs reorganization in structure and personnel in both educational and support departments: some personnel is

unqualified, incompetent, to hold certain key positions.
-Politics guide actions of board and superintendent in policy development (and all matters!) to the detriment of students.
-Too many committees/bureaucracy in the decision making process.
-Only the Supt. and Millet have any idea of what education is about! The board - one member is naive concerning learning and schools. Woolley is really trying, Millet is lonely but usually right. Get J. Auseman's influence ended!
-Administration should do less dictating of programs and listen to the teachers. Administration should facilitate classroom activities not direct it.
-The board, except for Millet is incompetent and political.
-Woolley is good, the board run by Ausman is a disaster, and the central office is O.K.
-There is a lack of a strategic plan which looks to a real future, the board is quick-fix oriented, Millett cares.
-The fact that we have a political superintendent instead of an appointed professional is a problem.
-Teacher/student morale, and the learning process, can be best supported by administrators that permit for strict disciplinary action , regardless of the political consequences.
-Lack of vision and leadership are big problems.
-Excessive administration is a problem and so is micro-managing by the school board. We need a more decisive superintendent.
-Poor administrative management and too many administrators are problems.
-Need a hired superintendent, not elected so a highly qualified person can administer.
-The school board is a problem.
-I rate the school board as an "F" and the superintendent as a "B".
-We need to define our goals.
-Too many ineffective administrators.
-Too much school board management of the schools.
-Having been a teacher and later a school administrator in an other state, I am convinced that the superintendent and most of the school-based...

EFFECTIVE SCHOOL CRITERIA:

-Some school facilities are satisfactory and some aren't.
-Some schools have active parent/teacher organizations.
-Some schools are safe and orderly.
-The quality of teachers is a problem.
-Safety is a problem, controlling drug abuse and crime.
-I feel the biggest problems facing LCS are - the lack of discipline. The lack of high expectations for all children, and the lack of parental involvement in their child's education.
-Middle schools are horrible - I will send my child to a private school when she reaches middle school.
-Schools must become community centers and resources for their communities - that includes evenings and weekends.
-Little imagination for the many possibilities for teaching both children and parents.
-Lack of faith in children's inherent creativity and individual growth - Learning Time Lines.
-Parents have a low level of modeling , of personal control (self- discipline) and intrigue with life long learning.
-One of the biggest problem facing LCS is discipline.
-Two of the biggest problems facing LCS are safety and teacher dedication.
-Some of the biggest problems facing LCS are - discipline and a safe learning environment in Middle and High Schools. Low morale in the schools.
-I do not hear of goals beyond funding.
-The biggest problem facing LCS - the one I worry about most is safety.
-Questions are geared toward the existence of programs not toward the effectiveness or quality of those programs. Active PTA doesn't equate to effective PTA involvement.
-Overall, I believe the system needs major overhaul to meet the needs of our children to learn and

to stay in school. We are not effectively accomplishing that goal.
-Community acceptance!
-If the schools and districts communicated their philosophy and goals effectively I would have been able to give you more opinions on parts 1,2 and 3 of this survey.
-If the community was well informed about the schools and school activities, not only would I have been able to answer this survey better, I would be more involved.
-An overabundance of staff and administrators. Not enough focus on delivering resources to classrooms. An emphasis on qualification (students as a statistic) and not on qualification (getting enough resources into the classrooms so as to give students the skills to make their way in the real world after graduation).
-I was a mentor at Fairview Middle School. The teacher of the alternative program didn't work hard.
-One of the biggest problems is meeting the needs of the students.
-instilling, nourishing the desire to learn is one big problem facing LCS.
-Providing different learning situations to meet the different learning styles of the students is also a problem.
-Providing a quality education for all students - as much as their ability allows.
-Providing equal opportunity for a quality education to all students.
-Failure to educate the majority of students. As a result, many.
-One of the biggest problems is the lack of meaningful involvement from parents.
-One of the biggest problems is the lack of adequate education for students who are not college bound.
-The teachers are not given enough freedom to plan and teach.
-The teacher association needs to be stronger.
-One of the problems facing LCS is class size.
-One of the problems is the poor communication with the community.
-Student ethics at school are a big problem.
-Drugs are a problem.
-Teachers and Ed. Administrators are not paid nor treated as professionals.
-Students should not be allowed off grounds during school hours, including lunch hour. This would eliminate a lot of problems.
-Children arriving are not ready to learn. Need to help young kids 0 to 5 and involve the families.
-Social change is requiring schools to radically change. Teachers need help to learn how to relate to generations of children who are emotionally and culturally different.
-We need health and social service supports in schools.
-Society is less and less supportive of teachers and schools. That, plus drug problems, seriously undermines the ability of the schools to get the job done. In addition there is a wide variation in the levels of competence and professionalism from teacher to teacher, administrator to administrator, school to school, and district to district.
-High school students should be given more freedom and treated as young adults rather than older children.
-One of the biggest problems facing LCS is teacher morale.
-We need to find creative ways to teach reading, writing and reasoning.
-Motivating students who are not in the honors program, and are not going to college is one of LCS's problem.
-Teaching teachers how to be creative in the classroom and get away from role.
-Getting parents to follow through with school work & programs at home.
-One of the problems is class discipline, which makes learning difficult.
-Obviously LCS need better publicity, weekly calendars published, etc.
-Two of the biggest problems facing LCS are the need to acquire quality teachers and boost school morale.
-Crime impacting the schools is a problem.
-We need smaller classes and better trained teachers.
-My limited contact with parents and teachers suggests low morale of staff, fear on the part of

students, and lack of respect for teachers among the community, in general .
-Some of the biggest problems facing LCS are drugs, lack of discipline at home, violence, and self-esteem.
-Children are not feeling safe in school from abuse by peers or older students.
-It appears to me that there is too much politics and not enough dedication in the system.
-Poor moral at the schools and district office.
-Classroom discipline and student attitude toward education lacking.
-Too many students per teacher at some schools, especially in the K, 1 and 2 grades. Overall average for a school or the district looks good, but individual grades show a pattern of year after year overloading. Too many children in these grades, especially K and 1, cause problems that "roll over" into higher grades, need caps; K = 20-22, 1 = 22-23, 2 = 23-24.
-The board does not encourage parents, students, teachers, and community members to cooperate in planning and achieving the goals of the school.
-Many unqualified teachers, which I know from 1st hand experience, but administrators do nothing.
-Too few programs to reward good teachers.
-Many students feel as if they're in school to be entertained rather than to be educated.
-Discipline is a big problem.
-Recruit the best teachers available, pay them well and let them teach.
-One of the biggest problems facing LCS is the lack of interest by teachers and administrators due to the lack of funding, discipline and support.
-One of the biggest problems facing LCS is getting quality teachers, materials and equipment to maintain a great school experience for children.
-For action learning to take place school must be a safe place for students and faculty.
-One of the biggest problems facing LCS is real community partnership and also better resources.
-Changing role is a problem.
-The ability to retain effective teachers is a problem.
-The inability to dismiss ineffective teachers is a problem.
-Overly burdensome and ineffective state - required testing and reporting.
-We need clearly defined goals and more parent concern which can be generated by getting parents involved in the process.
-Teachers and parents should be encouraged to give their input and ideas.
-Preparation for the rest of life is the reason for school. This encompasses a sound base in reading,
writing, math and methods of reasoning and making decisions. Basic health skills are also important as are skills in interacting with people and your surroundings.
-Discipline is a problem. The safety of students from other students and parent involvement are also problems.
-Bill Montford of Lincoln is very visible in school activities.
-More effectively articulating the goals and plans to the community at large. Increasing parent involvement in the educational process. Implementing the quality process into the educational culture.
-Not meeting the individualized needs of students is a big problem.
-Some schools appear to have more pride than others.
-First I think this school system is doing a good job.
-We need more involvement from the community.
-Many students arrive at school ill-prepared overall each day due to a poor home environment.
-I have lived here six years with little contact with the schools.
-Teaching students that it is important to acquire the tools that allow them to become self-sufficient and to contribute to the community as opposed to being dependent upon the vicissitudes of society. It is also very important that education be couched in the context of increasing one's expectations of "quality of life." Why else would one (actively) participate in such a system?
-The pride in the schools is leaving.
-Need to implement rules and behavior procedures.

-Leon County has severe cultural problems reflected in the schools, auto-learning, politics of the school board favoring talls & slims, protection of the private schools, the segregation of FAMU and Fla High! Bad! Bad!
-Too few teachers is a problem.
-Discipline and the lack of community support are problems.
-The above reflects my observations that there is poor discipline control, poor overall planning to meet students' needs, low expectations of teachers, very low teacher quality and the graduation of illegitimate students.
-I have been a middle school and high school teacher in Florida and elsewhere, and I don't believe more money will solve this problem of terrible, undedicated teachers, get rid of the bad ones!!!
-Discipline and order are a problem.
-Too much bureaucracy is a problem.
-Pay teachers more and let them teach - not babysit.
-More discipline imposed on students.
-Standards are lowered and there is not enough attention for the average student (doesn't excel but isn't at risk, either).
-The second problem facing LCS is that attendance seems to be more important than learning.
-You really sent the wrong message to the community when you decided to propose that C students be exempt from testing. I would hope that you would consider this institution more than a babysitting event; very poorly concerned and damaging idea.
-Discipline and poor student attitude - no respect for teachers are problems.
-Lack of books and supplies (hands-on) per student is a problem.
-Students need to be encouraged to achieve their potential and not treated has "just" another student to deal with and pass.
-Teacher's salaries are a problem.
-The support from the principal, administration and public is a problem.
-The assistant principals are highly visible at school and during school activities - in some schools.
-The diversity and quality of schools in the district makes it unfair to generalize. Some schools have good discipline, some don't, etc.

FACILITIES:

-Overcrowded schools.
-A look at older schools in the district is depressive. Schools need painting, grounds need to be maintained, and trash should be picked up.
-One of the biggest problem is the school appearance and cleanliness.
-We are still overcrowded after having completed the Capital Improvement Program.
-The schools are too big to provide adequate management of students.
-The neighborhoods near schools are the most littered! Disgraceful! School parking lots are disgusting, why can't you make students pick up that trash!?
-Overcrowded classrooms are a problem.
-The physical appearance is not good - weeds, trash, dirty halls and floors, walls, etc, broken side walks, poor appearance of exterior grounds area.
-Custodians do not seem to have any pride or interest in their job - and it shows. I can recall 1950's in Leon County Schools - could clearly see custodians, familiar and friendly faces - grass was mowed regularly, trash picked up, halls swept clean, etc.
-The new construction looks good.
-Future planning for high school and middle school expansion.
-It's been so long since I have been inside of a school, I don't know what is adequate.

FUNDING:

-Belief in lack of funding.
-Funding is a problem.
-Money is a big problem.
-One of the biggest problem facing LCS is money.
-One of the biggest problem facing LCS is financing.

-The biggest problem facing LCS - the one I hear most about is inadequate funding.
-One of our biggest problem is learning to prioritize at current budget levels.
-One of the biggest problems facing LCS is finance - there is simply not enough money spent on education. Teachers' pay is abysmal.
-The biggest problems are the lack of funds and low teacher pay.
-One of the biggest problems is the funding: lack of _____ state level.
-One of the biggest problems is inadequate funding.
-Much of the issues facing LCS can be ameliorated with more money.
-The biggest problem facing LCS is the lack of effective leadership and that the available money is not spent where it should be, i.e. in the classroom, not in the administrative areas.
-Funding is one of our biggest problems.
-Proper funding and Proper use of money is a problem.
-Schools have many effective, dedicated teachers, but have not been adequately funded in the last 20+ years.
-I agree that the schools in this community are adequately funded, but the money is not spent wisely.
-As a former teacher in Orlando, I hold the opinion that Florida schools, in general, are underfunded and that the quality of the educational experience suffers proportionately.
-Funding is adequate - we need more for our money.
-One of the problems facing LCS is that there isn't enough funding, and it is not used to greatest advantage.
-Growth - convincing the public to pay for education even though they don't have kids in school. The public needs to make the connection between good, well-financed education and a healthy, crime free, economically strong community. They won't want to pay to see their money go down a black hole. Show us results!
-Budgeting is a problem.
-One of the biggest problem facing LCS is funding.
-One of our problems is the inadequate funding from the state.
-Lack of money is a problem.
-The lack of adequate funding is a problem.
-One of the biggest problems facing LCS is the lack of sufficient funds and the poor use of funds available.
-Underfunding is a problem.
-I believe teachers are underpaid for their commitments.
-I feel that too much money is spent on upper and middle level administration and management taking funds away from teachers and schools - too many layers of management.
-The accounting and budget department needs to be replaced.
-Need adequate funding.
-Lack of funds is a problem.
-Because of money classrooms are too large, not enough after school activities or extra curricular activities for middle schools in particular.
-Funding is the biggest problem facing LCS.
-It's hard to improve on the quality of education with such poor funding, you must change the methodology in how funds are raised for public schools.
-Allocation of resources on an equitable basis is a problem.

NOT FAMILIAR WITH LCS:

-Mr. Woolley, I am sorry but I don't have children attending LCS and I don't feel adequately informed to fill out this survey. Thank you.
-I do not feel that I can adequately rate the system since I do not have children in school, not an affiliation with the district at the present time.
-My two children attended private schools, only, in Leon County, so I have not been a part of the public school system. My opinions are just that opinions! They are not based on my experiences but on those of friends or neighbors who have children in the public schools and in what I read of

school affairs. My children went to private schools because I wanted them to be disciplined, to be in small classes and to have teachers with high expectations for them.

-Even when I was an involved PTA President I did not have enough first hand data to respond, but things can be better even if they are good. I can help, call me: 385-5627.

-It has been 16 years since I had a child attending LCS; 2 grandchildren in the local area attend private school; I am out of touch with the public school situation.

-I no longer have children in this level of the county system, and I am uncertain of many "in school" activities or programs.

-Since I don't have direct contact with this school system I am not qualified to judge the above items - except I do have some comments.

-I do not feel as though I am knowledgeable enough to properly respond to the survey. Thanks.

-Little contact with the schools.

-I have recently moved back to Tallahassee, I have no kids an as a result I do not know enough about our school system to comment.

-I'm really not that familiar with daily operations to make good judgments.

-I do not have the 1st hand information needed to answer these questions. In addition, I do know some schools but education is teacher and school specific, not county wide.

-I have been in Leon County for 9 months and I do not have any children attending school. I really don't have any information or reference for making judgments on LCS.

-I don't know what problems face LCS.

-Sorry this sounds so negative. Although we pay attention to school affairs, not having children in the system any longer removes us from real participation and knowledge.

-I have no children and therefore I have limited direct knowledge about the schools.

-I have no knowledge of these items and I am not competent to evaluate them.

-I'm too new in Tallahassee to have any knowledge in this area.

-My direct knowledge of the school system is very limited. Hence, no response to questions. My general impression has been unfavorable since moving here in 1981. Since I have not been involved except in funding (taxes); my criticisms would lack credibility.

-My uncertainty stems from lack of contact as no children in the school. Stray impressions have little validity.

-Although I do not have my own children in Leon County Schools, I am in close contact through my work and children's friends.

-I don't have sufficient first hand information to provide meaningful answers to most questions. These answers are provided for whatever value you choose to give them.

-Not having children in the school system, I'm not sufficiently informed or familiar to complete this survey.

-I have not participated in school matters to make a decision.

-I have limited information to offer, as I have had no children in school since 1982, my involvement is more from community interest and interaction with schools.

MISCELLANEOUS:

-LCS has a reputation as an awful school system.

-The community's perception of some schools (e.g. Rickards) is worse than the actual situation.

-Publicize the good! Make your goals benefit the community as well as the school and students.

-Some kids getting off the school bus, come near my driveway just to see what I may have in my car, yard or house, they think that it's fun.

-I know that schools reject the idea that they have a responsibility for the behavior of children when they are not at school. however, the terms must be here when there is no other answer. Some kids need special attention because of poor family caring.

-Why does part 4 of this survey have "O.K." written in the circles under "don't know?" If a person thought the schools et al. were okay she/he would have chosen "c." "Don't know" should mean a person does not know.

-Just because I do not have children in the school system, that doesn't mean I do not care about the quality of education provided by the county.

-The biggest problem facing LCS is probably the lack of stable values in the early years. Parents are no longer raising their children, so as they develop their own habits rather than disciplines provided by parents. This leads to social dedications rather than academic dedications.
-These are not problems of LCS, but are also national problems.
-More people giving opinions than help!
-It is not necessary to be a school administrator or teacher to know about educational needs.
-If I had children I would move to a different region of the country to raise them.
-My opinion of this questionnaire is that the questions are nebulous and meaningless, particularly for
one who has no children in school at this time.
-In comparison to the education system in practice elsewhere a decade or so ago, I would not give our LCS a passing grade today.
-I am appalled at the lack of interest or participation by many parents in guiding or helping their children to be interested in obtaining an education - perhaps this may be the result of both parents working and not dedicating time or interest in the future of their children. Parents' interests too often appear superficial, not willing to take the time or make the effort required to guide their children in accepting the work habits necessary to develop a desire to attain an education.
-The above is "occupational" without talking of quality of life or human values which are paramount to personal and corporate success.
-The disparate backgrounds from which students come to school. This is a problem.
-The numerous bad family situations from which students come to school.
-The negative neighborhood and peer pressure to which so many students are subject is a problem.

IN THE PAST I OR MY CHILDREN HAVE ATTENDED LCS:

-My children attended LCS and graduated recently.
-I went through the LCS system from 1st - 12th grades. My responses reflect my experiences during that time. I have now graduated from U of F and I am working in Tallahassee.
-My responses may be skewed because I went to Elementary, Middle and High School in the Leon County School system. I transferred to a private school my junior year of High School (out of Lincoln) in 1977. I felt the High School education was substandard. My Elementary and Middle School education, for the most part, was satisfactory.
-When my children were in school, I had much more direct observational opportunities.
-No children in Leon county schools at present but have had four in the past and one to go.
-I have had two children in Leon County Schools. When we moved here from another, smaller North Florida town, my two kids had to just sit and waste a full year, waiting for Leon Schools to catch up with them. Very poor quality, undedicated teachers were and continue to be allowed to teach, all the while whining about poor pay, too much work and the threat of quality testing of teachers.

PHILOSOPHY OF EDUCATION:

-Some of the community supports the educational programs in the district.
-Old beliefs and ways of seeing education. Fear of change at many levels. Limited, impossibility thinking.
-Our approach to pre-college education as a country is not keeping pace, much less leading the civilized world.
-Some of the biggest problems facing LCS are nurturing creativity
-Direction/vision and lack of adaptability to changing technology and marketplace demands are the biggest problems facing LCS. You guys are still using most of the same curricula that the teachers of my parents (and their parents & so on) used.
-At the rate knowledge and needs are changing, the ability to grasp and cope with change is much more valuable than most specific information.
-We must learn how to produce happy children. We are not doing that. Happy people do not rob, divorce, abort, destroy the earth, become greedy, commit suicide, etc. We can compel attention but not interest.
"After 2000 years of civilization us more civilized lock our doors to protect ourselves from our

neighbor while those less civilized sleep in grass huts without doors." Something is wrong. Not just our schools but we as a society must reexamine our goals. What we have been involved in is not progress and social stability.

TRANSPORTATION & LUNCH FOOD CONCERNS:

-Eliminate most busing - use public transportation with 1/2 price tokens for those who can't afford it. Otherwise why should the "general public" pay for transportation - and possibly students parking on grounds should be eliminated - to save valuable land use.

-The expenses of bussing children, rather than providing neighborhood based schools with good sidewalk access.

-School lunch programs and transportation could be privatized and realize cost savings.

ZONING:

-One of the biggest problems facing LCS - zoning and integration of schools.

-Too much transferring and lying about residence location so students can enroll in a school they are not zoned for.

Appendix B

ELEMENTARY ATTITUDE SURVEY FORM (SIDE 1)

LEON COUNTY SCHOOLS, 1993 ELEMENTARY ATTITUDE SURVEY

SCHOOL NAME: _____ **SIGNATURE (optional):** _____

The following items refer to programs and services provided your child at school. Mark: "Strongly Agree" if you strongly agree, "Agree" if you agree with the statement, "Uncertain" if you are uncertain, "Disagree" if you disagree with the statement, "Strongly Disagree" if you strongly disagree, or "Don't Know."

INCORRECT MARKS: ⊗ ⊘ ◒ ◕ CORRECT MARK: ○ ● ○ ○

We encourage your comments and would particularly appreciate an explanation of any items marked "Disagree" or "Strongly Disagree" so we may better understand your concerns. Please feel free to use additional pages for comments beyond those permitted by the limited space on this form.

Parents and Teachers should complete sections 1 through 5, 7 and 8 only.
Students should complete (in class) sections 1 through 6 only on a separate survey form.

1. Are you (mark one of the following): a parent/guardian . . . ○ a student . . . ○ a teacher . . . ○

2. Parents, please indicate the grade level(s) of your children. Teachers, please indicate the grade level(s) you teach. Students, please indicate your grade level. (mark all that apply): K ○ 1st ○ 2nd ○ 3rd ○ 4th ○ 5th ○

3. The following educational programs are effective. (STUDENT: I am learning what I need to know.)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
Reading	○	○	○	○	○	○
Spelling	○	○	○	○	○	○
Language Arts	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○
Science	○	○	○	○	○	○
Social Studies	○	○	○	○	○	○
Art	○	○	○	○	○	○
Music	○	○	○	○	○	○
Physical Ed	○	○	○	○	○	○
Chapter 1	○	○	○	○	○	○
Computer Ed.	○	○	○	○	○	○
Student Activities (clubs, etc. . .)	○	○	○	○	○	○
Exceptional Student Ed. (gifted, etc. . .)	○	○	○	○	○	○

4. The services provided are meeting the needs of students:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
School Psychologist/Social Worker	○	○	○	○	○	○
Guidance & Counseling	○	○	○	○	○	○
Media/Library Services	○	○	○	○	○	○
School Clinic	○	○	○	○	○	○
Lunchroom (food quality & service)	○	○	○	○	○	○
Transportation	○	○	○	○	○	○

5. The school's facility/environment is satisfactory:

Instructional/Classroom space	○	○	○	○	○	○
Repairs and maintenance	○	○	○	○	○	○
Cleanliness and appearance	○	○	○	○	○	○
Air Conditioning	○	○	○	○	○	○
Heating	○	○	○	○	○	○
Safety	○	○	○	○	○	○
Playground space	○	○	○	○	○	○

COMMENTS:

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ELEMENTARY ATTITUDE SURVEY FORM (SIDE 2)

6. FOR ELEMENTARY STUDENTS ONLY
(to be completed in class)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
Our principals are often seen throughout the school.	○	○	○	○	○	○
I know how I am doing in my subjects.	○	○	○	○	○	○
The students have pride in our school.	○	○	○	○	○	○
Teachers and students work together to solve problems.	○	○	○	○	○	○
Students are involved in planning what they will learn.	○	○	○	○	○	○
Learning is the most important reason for going to school.	○	○	○	○	○	○
The teachers try different ways to help the students learn.	○	○	○	○	○	○
The teachers and administration try to understand how the students feel and learn.	○	○	○	○	○	○
The teachers help students feel successful with their learning.	○	○	○	○	○	○
Students know and understand the school rules.	○	○	○	○	○	○

7. DEMOGRAPHIC INFORMATION
(of person completing the survey)

	A	B	C	D	E
GENDER: Female = A, Male = B	○	○			
AGE: 18 - 29 = A, 30 - 49 = B, 50+ = C	○	○	○		
RACIAL/ETHNIC GROUP: White = A, Black = B, Hispanic = C, Asian = D, Other, please specify: _____ = E	○	○	○	○	○
EDUCATION: High School Incomplete = A, High School Diploma = B, College Graduate = C, Advanced College Degree = D, Other, please specify: _____ = E	○	○	○	○	○
INCOME LEVEL: $10,000 and under = A, $10,000 - 19,999 = B, $20,000 - 29,999 = C, $30,000 - 39,999 = D, $40,000+ = E	○	○	○	○	○

8. EFFECTIVE SCHOOL CRITERIA DEMONSTRATED AT OUR SCHOOL
(for parents and teachers only)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
The school communicates philosophy & goals effectively.	○	○	○	○	○	○
Students are involved in learning activities in which they feel successful.	○	○	○	○	○	○
The administration encourages parents, students, teachers and community members to cooperate in achieving the goals of the school.	○	○	○	○	○	○
The school believes that all students can learn.	○	○	○	○	○	○
The principal is highly visible at school & during school activities.	○	○	○	○	○	○
There is communication between regular and exceptional education teachers.	○	○	○	○	○	○
The assistant principal is highly visible at school & during school activities.	○	○	○	○	○	○
The school has an active PTO/PTA.	○	○	○	○	○	○
Class time is protected from frequent interruptions.	○	○	○	○	○	○
The Superintendent and School Board care about this school.	○	○	○	○	○	○
The community is informed about & involved in school activities.	○	○	○	○	○	○
Students working below their potential are identified and helped.	○	○	○	○	○	○
Evaluation of student achievement is used to plan instruction.	○	○	○	○	○	○
The involvement of the community through the use of volunteers and Partners for Excellence is effective.	○	○	○	○	○	○
The amount of state and district testing is appropriate.	○	○	○	○	○	○
Adequate instructional materials are provided.	○	○	○	○	○	○
Student progress is reported on a regular basis.	○	○	○	○	○	○
The school is effectively meeting the student's academic needs.	○	○	○	○	○	○
There is high staff morale.	○	○	○	○	○	○
Teachers participate in professional development activities.	○	○	○	○	○	○
There is pride in the school(s).	○	○	○	○	○	○
Homework assignments are appropriate.	○	○	○	○	○	○
A written set of rules outlines acceptable student behavior and discipline procedures.	○	○	○	○	○	○
Instructional materials & activities are designed to meet the needs of individual students.	○	○	○	○	○	○
Teachers use a variety of methods to meet the needs of students.	○	○	○	○	○	○

Thank you for your time in filling out this survey and for your comments. Please use additional sheets to comment beyond the limited space provided on this form. PLEASE RETURN THIS SURVEY TO THE SCHOOL AS SOON AS POSSIBLE or mail to Superintendent of Schools, 2757 West Pensacola Street, Tallahassee, Florida 32304.

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SECONDARY ATTITUDE SURVEY FORM (SIDE 1)

LEON COUNTY SECONDARY SCHOOLS, 1993 ATTITUDE SURVEY

SCHOOL NAME: _____ **SIGNATURE (optional):** _____

The following items refer to programs and services provided your child at school. Mark: "Strongly Agree" if you strongly agree, "Agree" if you agree with the statement, "Uncertain" if you are uncertain, "Disagree" if you disagree with the statement, "Strongly Disagree" if you strongly disagree, or "Don't Know."

INCORRECT MARKS: ⊗ ◶ ◵ ◕ **CORRECT MARK:** ○ ● ○ ○

We encourage your comments and would particularly appreciate an explanation of any items marked "Disagree" or "Strongly Disagree" so we may better understand your concerns. Please feel free to use additional pages for comments beyond those permitted by the limited space on this form.

Parents and Teachers should complete sections 1 through 5, 7 and 8 only.
Students should complete (in class) sections 1 through 6 only on a separate survey form.

1. Are you (mark one of the following): a parent/guardian . . . ○ a student . . . ○ a teacher . . . ○

2. Parents, please indicate the grade level(s) of your children. Teachers, please indicate the grade level(s) you teach. Students, please indicate your grade level. (mark all that apply): _____

6th	7th	8th	9th	10th	11th	12th
○	○	○	○	○	○	○

3. The following educational programs are effective. (STUDENT: I am learning what I need to know.)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
English	○	○	○	○	○	○
Math	○	○	○	○	○	○
Science	○	○	○	○	○	○
Social Studies	○	○	○	○	○	○
Art	○	○	○	○	○	○
Music	○	○	○	○	○	○
Physical Ed.	○	○	○	○	○	○
Reading	○	○	○	○	○	○
Computer Ed.	○	○	○	○	○	○
Career Ed.	○	○	○	○	○	○
Vocational Ed.	○	○	○	○	○	○
Student Activities (band, etc. . .)	○	○	○	○	○	○
Foreign Languages	○	○	○	○	○	○
Exceptional Student Ed. (gifted, etc. . .)	○	○	○	○	○	○

4. The services provided are meeting the needs of students:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
School Psychologist/Social Worker	○	○	○	○	○	○
Guidance & Counseling	○	○	○	○	○	○
Media/Library Services	○	○	○	○	○	○
School Clinic	○	○	○	○	○	○
Lunchroom (food quality & service)	○	○	○	○	○	○
Transportation	○	○	○	○	○	○

5. The school's facility/environment is satisfactory:

Instructional/Classroom space	○	○	○	○	○	○
Repairs and maintenance	○	○	○	○	○	○
Cleanliness and appearance	○	○	○	○	○	○
Air Conditioning	○	○	○	○	○	○
Heating	○	○	○	○	○	○
Safety	○	○	○	○	○	○
Outdoor activities grounds space	○	○	○	○	○	○

COMMENTS:

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SECONDARY ATTITUDE SURVEY FORM (SIDE 2)

6. FOR SECONDARY STUDENTS ONLY
(to be completed in class)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
Our principals are often seen throughout the school.	○	○	○	○	○	○
I know how I am doing in my subjects.	○	○	○	○	○	○
The students have pride in our school.	○	○	○	○	○	○
Teachers and students work together to solve problems.	○	○	○	○	○	○
Students are involved in planning what they will learn.	○	○	○	○	○	○
Learning is the most important reason for going to school.	○	○	○	○	○	○
The teachers try different ways to help the students learn.	○	○	○	○	○	○
The teachers and administration try to understand how the students feel and learn.	○	○	○	○	○	○
The teachers help students feel successful with their learning.	○	○	○	○	○	○
Students know and understand the school rules.	○	○	○	○	○	○

7. DEMOGRAPHIC INFORMATION
(of person completing the survey)

	A	B	C	D	E
GENDER: Female = A, Male = B	○	○			
AGE: 18 - 29 = A, 30 - 49 = B, 50+ = C	○	○	○		
RACIAL/ETHNIC GROUP:					
White = A, Black = B, Hispanic = C, Asian = D, Other, please specify: _____ = E	○	○	○	○	○
EDUCATION: High School Incomplete = A, High School Diploma = B, [illegible]					
College Graduate = C, Advanced College Degree = D, Other, please specify: _____ = E	○	○	○	○	○
INCOME LEVEL: $10,000 and under = A, $10,000 - 19,999 = B, $20,000 - 29,999 = C, $30,000 - 39,999 = D, $40,000+ = E	○	○	○	○	○

8. EFFECTIVE SCHOOL CRITERIA DEMONSTRATED AT OUR SCHOOL
(for parents and teachers only)

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
The school communicates philosophy & goals effectively.	○	○	○	○	○	○
Students are involved in learning activities in which they feel successful.	○	○	○	○	○	○
The administration encourages parents, students, teachers and community members to cooperate in achieving the goals of the school.	○	○	○	○	○	○
The school believes that all students can learn.	○	○	○	○	○	○
The principal is highly visible at school & during school activities.	○	○	○	○	○	○
There is good communication between regular and exceptional education teachers.	○	○	○	○	○	○
The assistant principal is highly visible at school & during school activities.	○	○	○	○	○	○
The school has an active PTO/PTA.	○	○	○	○	○	○
Class time is protected from frequent interruptions.	○	○	○	○	○	○
The Superintendent and School Board care about this school.	○	○	○	○	○	○
The community is informed about & involved in school activities.	○	○	○	○	○	○
Students working below their potential are identified and helped.	○	○	○	○	○	○
Evaluation of student achievement is used to plan instruction.	○	○	○	○	○	○
The involvement of the community through the use of volunteers and Partners for Excellence is effective.	○	○	○	○	○	○
The amount of state and district testing is appropriate.	○	○	○	○	○	○
Adequate instructional materials are provided.	○	○	○	○	○	○
Student progress is reported on a regular basis.	○	○	○	○	○	○
The school is effectively meeting the student's academic needs.	○	○	○	○	○	○
There is high staff morale.	○	○	○	○	○	○
Teachers participate in professional development activities.	○	○	○	○	○	○
There is pride in the school(s).	○	○	○	○	○	○
Homework assignments are appropriate.	○	○	○	○	○	○
A written set of rules outlines acceptable student behavior and discipline procedures.	○	○	○	○	○	○
Instructional materials & activities are designed to meet the needs of individual students.	○	○	○	○	○	○
Teachers use a variety of methods to meet the needs of students.	○	○	○	○	○	○

Thank you for your time in filling out this survey and for your comments. Please use additional sheets to comment beyond the limited space provided on this form. PLEASE RETURN THIS SURVEY TO THE SCHOOL AS SOON AS POSSIBLE or mail to Superintendent of Schools, 2757 West Pensacola Street, Tallahassee, Florida 32304.

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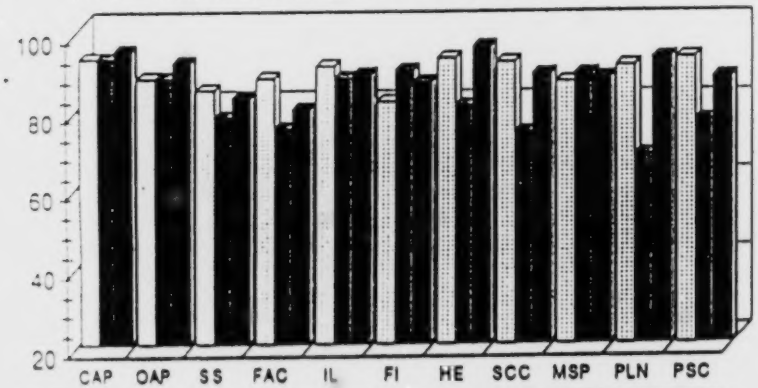
Appendix C

19● ATTITUDE SURVEY RESULTS

DISTRICT & BY LEVEL FOR PARENTS, STUDENTS & TEACHERS

PREPARED BY STUDENT INFORMATION & RESEARCH

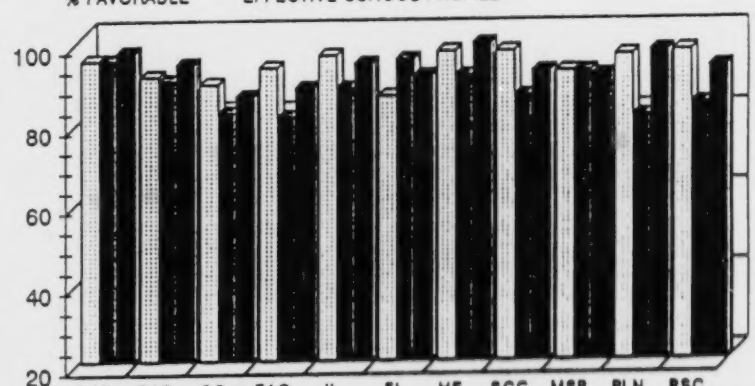
% FAV. EFFECTIVE SCH.PROFILE · · DISTRICT RESULTS (K-12)



	CAP	OAP	SS	FAC	IL	FI	HE	SCC	MSP	PLN	PSC
P	93	88	85	88	91	82	93	92	87	91	93
S	93	88	78	75	88	90	81	74	89	68	77
T	95	92	83	80	89	87	96	89	88	93	88

OVERALL ELEMENTARY RESULTS

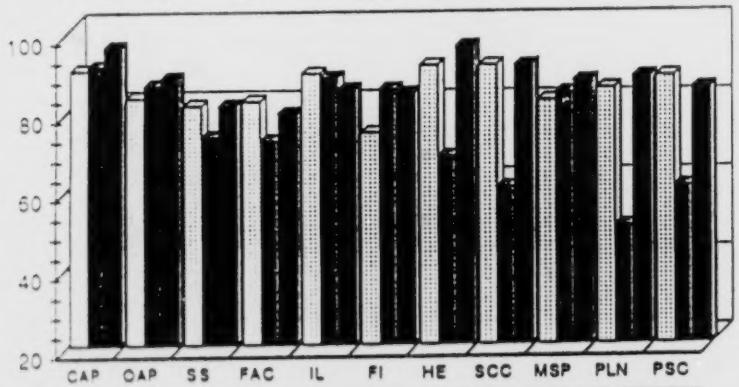
% FAVORABLE EFFECTIVE SCHOOL PROFILE



	CAP	OAP	SS	FAC	IL	FI	HE	SCC	MSP	PLN	PSC
P	95	91	89	93	96	86	97	97	92	96	97
S	95	90	82	81	88	95	91	86	92	81	84
T	97	94	86	88	94	91	99	92	91	97	93

OVERALL MIDDLE SCHOOL RESULTS

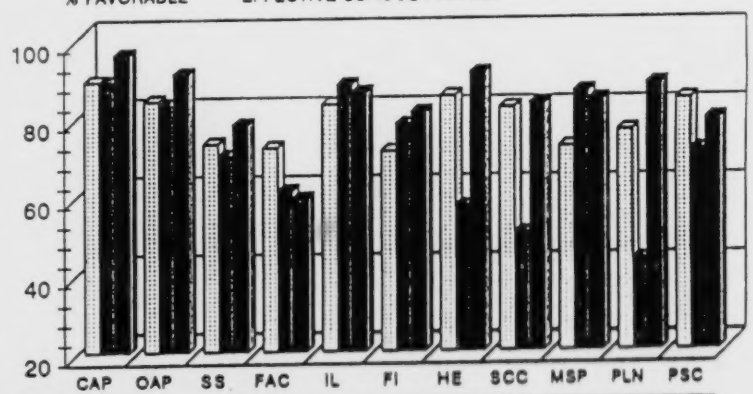
% FAVORABLE EFFECTIVE SCHOOL PROFILE



	CAP	OAP	SS	FAC	IL	FI	HE	SCC	MSP	PLN	PSC
P	90	83	81	82	89	74	91	91	82	85	88
S	91	86	73	72	88	85	68	60	84	50	60
T	96	88	81	79	85	84	96	91	87	88	85

OVERALL HIGH SCHOOL RESULTS

% FAVORABLE EFFECTIVE SCHOOL PROFILE



	CAP	OAP	SS	FAC	IL	FI	HE	SCC	MSP	PLN	PSC
P	89	84	73	72	83	71	85	82	72	76	84
S	89	83	70	61	88	78	57	50	86	43	71
T	96	91	78	59	86	81	91	83	84	88	79

KEY: CAP = CORE ACADEMIC PROGRAMS, OAP = OTHER ACADEMIC PROGRAMS, SS = STUDENT SERVICES, FAC = FACILITIES, IL = INSTRUCTIONAL LEADERSHIP, FI = FOCUS ON INSTRUCTION

HE = HIGH EXPECTATIONS, SCC = SCH. & COMMUNITY COMM., SP = MONITORING STU. PROGRESS, PLN = PLANNING, PSC = POSITIVE SCHOOL CLIMATE

50

01/93 **1991-92 Attitude Survey - Percent Favorable Analysis**
Overall District Results

		Percent Favorable					
		Parents		Students		Teachers	
Core Academic Programs		1991	1992	1991	1992	1991	1992
1	ENGLISH/LANGUAGE ARTS	94	95	91	93	97	97
2	MATH	93	92	92	93	96	97
3	SCIENCE	94	92	90	90	96	95
4	SOCIAL STUDIES	95	94	92	93	97	96
8	READING	92	92	92	94	93	89
E 2	SPELLING	96	96	95	96	97	97
	Summary for Area	94	93	92	93	96	95
Other Academic Programs							
5	ART	95	93	86	86	96	96
6	MUSIC	96	94	88	89	98	98
7	PHYSICAL ED.	92	91	91	91	93	92
9	COMPUTER ED.	82	80	88	88	87	86
10	CAREER ED.	78	77	82	84	78	82
11	VOCATIONAL ED.	82	80	79	81	86	87
12	STUDENT ACTIVITY	87	87	88	90	92	93
13	FOREIGN LANGUAGES	76	74	77	78	84	86
14	EXCEPTIONAL STUDENT ED.	89	85	84	86	96	95
E10	CHAPTER 1	95	93	87	89	96	97
	Summary for Area	90	88	87	88	93	92
Student Services							
15	SCHOOL PSYCHOLOGIST/SOCIAL WORKER	85	81	83	83	75	76
16	GUIDANCE AND COUNSELING	87	87	84	88	81	79
17	MEDIA/LIBRARY SERVICES	93	93	89	90	92	89
18	SCHOOL CLINIC	85	88	80	82	71	79
19	LUNCHROOM	72	74	46	53	82	82
20	TRANSPORTATION	85	87	72	74	93	94
	Summary for Area	84	85	75	78	82	83
Facilities							
21	INSTRUCTIONAL/CLASSROOM SPACE	80	78	74	71	71	73
22	REPAIRS AND MAINTENANCE	84	89	71	75	72	76
23	CLEANLINESS AND APPEARANCE	86	90	67	69	73	74
24	AIR CONDITIONING	90	91	76	77	81	82
25	HEATING	93	92	79	78	87	82
26	SAFETY	90	91	84	84	89	87
27	OUTDOOR ACTIVITIES GROUND SPACE	89	89	79	76	84	83
	Summary for Area	87	88	76	75	80	80
Instructional Leadership							
28	PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	88	88	n/a	n/a
39	SCHOOL COMMUNICATES GOALS/PHILOSOPHY	92	91	n/a	n/a	94	95
41	ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	93	93	n/a	n/a	96	96
43	PRINCIPAL IS HIGHLY VISIBLE	93	93	n/a	n/a	92	91
45	ASST. PRINCIPAL HIGHLY VISIBLE	93	92	n/a	n/a	95	94
47	CLASS TIME IS PROTECTED FROM INTERRUPT.	86	84	n/a	n/a	74	70
	Summary for Area	92	91	88	88	90	89

		Parents	Students	Teachers
Responses :	1991	4082	7155	1381
	1992	3924	7055	1422

01/93 1991-92 Attitude Survey - Percent Favorable Analysis
Overall District Results

	Percent Favorable					
	Parents		Students		Teachers	
Focus on Instruction	1991	1992	1991	1992	1991	1992
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	92	93	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	86	86	n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	81	75	n/a	n/a	76	70
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	86	84	n/a	n/a	91	91
60 HOMEWORK IS APPROPRIATE	86	86	n/a	n/a	96	96
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	83	82	n/a	n/a	92	93
Summary for Area	84	82	89	90	89	87
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	79	81	n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	94	92	n/a	n/a	96	96
42 SCHOOL BELIEVES ALL CAN LEARN	96	94	n/a	n/a	96	95
58 TCHRS PARTICIPATE IN PROF. DEV.	96	96	n/a	n/a	97	98
Summary for Area	95	93	79	81	96	96
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	74	74	n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	90	87	n/a	n/a	92	91
46 SCHOOL HAS ACTIVE PTO/PTA	96	95	n/a	n/a	92	86
Summary for Area	94	92	74	74	92	89
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	88	89	n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	82	80	n/a	n/a	88	87
53 STATE/DISTRICT TESTING IS APPROPRIATE	86	86	n/a	n/a	71	77
55 STUDENT PROGRESS REGULARLY REPORTED	93	92	n/a	n/a	99	99
Summary for Area	88	87	88	89	87	88
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	76	77	n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	56	57	n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	88	90	n/a	n/a	88	91
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	88	88	n/a	n/a	94	95
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	94	95	n/a	n/a	92	94
Summary for Area	90	91	66	68	92	93
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	68	71	n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	81	82	n/a	n/a
57 HIGH STAFF MORALE	87	89	n/a	n/a	68	68
59 THERE IS PRIDE IN THE SCHOOL	94	95	n/a	n/a	88	88
61 A WRITTEN SET OF RULES EXISTS	97	97	n/a	n/a	95	95
63 TEACHERS USE VARIED METH. STDNT NEEDS	89	90	n/a	n/a	97	98
Summary for Area	92	93	75	77	87	88
Special Issue Questions						
38 SRO PERFORMS JOB EFFECTIVELY		91		86		94
48 DARE OFFICER HAS BEEN VALUABLE		99		98		98
Summary for Area		97		93		96

		Parents	Students	Teachers
Responses :	1991	4082	7155	1381
	1992	3924	7055	1422

07/92 1991-92 Attitude Survey - Percent Favorable Analysis
District Middle Schools

	Percent Favorable					
	Parents		Students		Teachers	
Core Academic Programs	1991	1992	1991	1992	1991	1992
1 ENGLISH	91	91	89	94	96	97
2 MATH	92	89	94	90	96	96
3 SCIENCE	93	90	87	87	97	95
4 SOCIAL STUDIES	93	91	90	93	98	97
Summary for Area	92	90	90	91	97	96
Other Academic Programs						
5 ART	91	84	72	76	91	91
6 MUSIC	95	92	83	87	96	98
7 PHYSICAL ED.	89	83	89	86	92	87
8 READING	85	83	79	90	88	62
9 COMPUTER ED.	86	84	87	91	91	93
10 CAREER ED.	77	81	82	88	74	82
11 VOCATIONAL ED.	84	81	78	86	95	95
12 STUDENT ACTIVITY	92	90	87	92	98	95
13 FOREIGN LANGUAGES	55	57	69	68	59	67
14 EXCEPTIONAL STUDENT ED.	89	87	74	82	96	98
Summary for Area	87	83	82	86	90	88
Student Services						
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	82	80	80	82	75	80
16 GUIDANCE AND COUNSELING	83	81	85	89	79	81
17 MEDIA/LIBRARY SERVICES	88	88	86	87	94	88
18 SCHOOL CLINIC	76	84	67	71	58	64
19 LUNCHROOM	67	70	45	49	90	86
20 TRANSPORTATION	78	83	65	68	87	88
Summary for Area	79	81	70	73	81	81
Facilities						
21 INSTRUCTIONAL/CLASSROOM SPACE	81	75	72	70	71	71
22 REPAIRS AND MAINTENANCE	80	83	56	66	70	78
23 CLEANLINESS AND APPEARANCE	79	82	57	63	77	79
24 AIR CONDITIONING	88	89	70	75	77	80
25 HEATING	91	89	71	75	84	82
26 SAFETY	80	82	73	78	86	84
27 OUTDOOR ACTIVITIES GROUND SPACE	85	80	77	75	83	76
Summary for Area	83	82	68	72	78	79
Instructional Leadership						
28 PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	88	88	n/a	n/a
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	87	86	n/a	n/a	91	93
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	87	90	n/a	n/a	95	95
43 PRINCIPAL IS HIGHLY VISIBLE	88	89	n/a	n/a	93	85
45 ASST. PRINCIPAL HIGHLY VISIBLE	92	94	n/a	n/a	95	92
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	78	82	n/a	n/a	66	63
Summary for Area	87	89	88	88	88	85

Responses :	Parents	Students	Teachers
1991	979	1614	268
1992	679	1732	278

07/92 1991-92 Attitude Survey - Percent Favorable Analysis
District Middle Schools

	Percent Favorable					
	Parents		Students		Teachers	
Focus on Instruction	1991	1992	1991	1992	1991	1992
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	87 -	90	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	78 -	79	n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	78 -	68	n/a	n/a	73 -	68
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	80 -	74	n/a	n/a	85 -	86
60 HOMEWORK IS APPROPRIATE	81 -	81	n/a	n/a	96 -	96
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	77 -	74	n/a	n/a	87 -	89
Summary for Area	79 -	74	82 -	85	85 -	84
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	65 -	68	n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	91 -	89	n/a	n/a	93 -	95
42 SCHOOL BELIEVES ALL CAN LEARN	93 -	92	n/a	n/a	94 -	95
58 TCHRS PARTICIPATE IN PROF. DEV.	96 -	95	n/a	n/a	98 -	98
Summary for Area	92 -	91	65 -	68	95 -	96
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	57 -	60	n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	82 -	86	n/a	n/a	87 -	92
46 SCHOOL HAS ACTIVE PTO/PTA	94 -	93	n/a	n/a	95 -	89
Summary for Area	91 -	91	57 -	60	91 -	91
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	83 -	84	n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	71 -	67	n/a	n/a	78 -	80
53 STATE/DISTRICT TESTING IS APPROPRIATE	86 -	85	n/a	n/a	78 -	79
55 STUDENT PROGRESS REGULARLY REPORTED	90 -	89	n/a	n/a	98 -	99
Summary for Area	84 -	82	83 -	84	85 -	87
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	59 -	62	n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	36 -	38	n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	81 -	84	n/a	n/a	85 -	84
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	81 -	79	n/a	n/a	89 -	93
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	89 -	91	n/a	n/a	95 -	87
Summary for Area	83 -	85	48 -	50	90 -	88
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	51 -	50	n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	69 -	70	n/a	n/a
57 HIGH STAFF MORALE	78 -	79	n/a	n/a	64 -	67
59 THERE IS PRIDE IN THE SCHOOL	86 -	87	n/a	n/a	82 -	82
61 A WRITTEN SET OF RULES EXISTS	96 -	96	n/a	n/a	91 -	92
63 TEACHERS USE VARIED METH. STDNT NEEDS	83 -	83	n/a	n/a	95 -	95
Summary for Area	87 -	88	60 -	60	83 -	85
Special Issue Questions						
38 SRO PERFORMS JOB EFFECTIVELY	-	91	-	86	-	89
Summary for Area	-	91	-	86	-	89

	Parents	Students	Teachers
Responses : 1991	979	1614	268
1992	679	1732	278

07/92 1991-92 Attitude Survey - Percent Favorable Analysis
District High Schools

Percent Favorable

	Parents		Students		Teachers	
Core Academic Programs	1991	1992	1991	1992	1991	1992
1 ENGLISH	89	94	88	90	94	94
2 MATH	88	82	87	88	91	96
3 SCIENCE	92	89	87	85	97	98
4 SOCIAL STUDIES	91	92	92	92	95	94
Summary for Area	90	89	88	89	94	96
Other Academic Programs						
5 ART	92	89	84	83	99	98
6 MUSIC	90	91	81	84	99	98
7 PHYSICAL ED.	84	84	82	82	86	87
8 READING	87	86	90	89	83	82
9 COMPUTER ED.	81	79	83	80	90	86
10 CAREER ED.	78	73	82	78	82	82
11 VOCATIONAL ED.	81	78	81	75	78	81
12 STUDENT ACTIVITY	93	90	89	91	96	97
13 FOREIGN LANGUAGES	89	82	80	81	94	97
14 EXCEPTIONAL STUDENT ED.	90	84	84	87	95	95
Summary for Area	87	84	84	83	91	91
Student Services						
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	76	69	74	73	45	69
16 GUIDANCE AND COUNSELING	74	76	79	81	67	74
17 MEDIA/LIBRARY SERVICES	82	80	81	82	87	84
18 SCHOOL CLINIC	76	66	67	57	54	64
19 LUNCHROOM	63	60	48	51	73	84
20 TRANSPORTATION	79	80	71	70	90	90
Summary for Area	75	73	70	70	71	78
Facilities						
21 INSTRUCTIONAL/CLASSROOM SPACE	68	60	67	59	43	52
22 REPAIRS AND MAINTENANCE	64	70	55	54	41	48
23 CLEANLINESS AND APPEARANCE	64	73	49	53	44	43
24 AIR CONDITIONING	79	68	66	55	67	62
25 HEATING	82	73	72	60	78	66
26 SAFETY	81	78	78	73	69	69
27 OUTDOOR ACTIVITIES GROUND SPACE	86	81	83	73	74	76
Summary for Area	75	72	67	61	59	59
Instructional Leadership						
28 PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	88	88	n/a	n/a
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	85	85	n/a	n/a	87	91
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	84	84	n/a	n/a	94	93
43 PRINCIPAL IS HIGHLY VISIBLE	90	88	n/a	n/a	87	90
45 ASST. PRINCIPAL HIGHLY VISIBLE	92	86	n/a	n/a	94	93
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	74	70	n/a	n/a	51	63
Summary for Area	85	83	88	88	82	86

		Parents	Students	Teachers
Responses :	1991	616	1588	325
	1992	682	1363	348

07/92 1991-92 Attitude Survey - Percent Favorable Analysis
District High Schools

Percent Favorable

Focus on Instruction	Parents 1991	Parents 1992	Students 1991	Students 1992	Teachers 1991	Teachers 1992
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	88	87	n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	72	68	n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	70	62	n/a	n/a	67	59
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	76	74	n/a	n/a	80	85
60 HOMEWORK IS APPROPRIATE	81	80	n/a	n/a	88	93
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	72	66	n/a	n/a	84	88
Summary for Area	75	71	80	78	79	81
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	58	57	n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	87	85	n/a	n/a	90	91
42 SCHOOL BELIEVES ALL CAN LEARN	90	86	n/a	n/a	89	91
58 TCHRS PARTICIPATE IN PROF. DEV.	87	85	n/a	n/a	88	92
Summary for Area	88	85	58	57	89	91
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	50	50	n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	84	76	n/a	n/a	87	89
46 SCHOOL HAS ACTIVE PTO/PTA	83	86	n/a	n/a	82	78
Summary for Area	83	82	50	50	84	83
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	87	86	n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	59	54	n/a	n/a	73	80
53 STATE/DISTRICT TESTING IS APPROPRIATE	85	79	n/a	n/a	72	71
55 STUDENT PROGRESS REGULARLY REPORTED	84	80	n/a	n/a	97	98
Summary for Area	78	72	87	86	82	84
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	52	53	n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	33	34	n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	71	73	n/a	n/a	75	84
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	72	69	n/a	n/a	85	86
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	89	86	n/a	n/a	88	94
Summary for Area	76	76	42	43	82	88
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	66	68	n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	71	74	n/a	n/a
57 HIGH STAFF MORALE	72	73	n/a	n/a	42	39
59 THERE IS PRIDE IN THE SCHOOL	87	88	n/a	n/a	72	77
61 A WRITTEN SET OF RULES EXISTS	96	94	n/a	n/a	90	95
63 TEACHERS USE VARIED METH. STDNT NEEDS	73	74	n/a	n/a	95	97
Summary for Area	84	84	69	71	76	79
Special Issue Questions						
38 SRO PERFORMS JOB EFFECTIVELY		90		86		98
Summary for Area		90		86		98

Responses :	Parents	Students	Teachers
1991	616	1588	325
1992	682	1363	348

07/92 1991-92 Attitude Survey - Percent Favorable Analysis
District Elementary Schools

	Percent Favorable					
	Parents		Students		Teachers	
Core Academic Programs	1991	1992	1991	1992	1991	1992
1 READING	96	95	96	96	97	97
2 SPELLING	96	96	95	96	97	97
3 LANGUAGE ARTS	97	96	94	94	99	99
4 MATH	95	94	94	95	98	97
5 SCIENCE	95	93	92	93	96	94
6 SOCIAL STUDIES	96	95	92	94	98	95
Summary for Area	96	95	94	95	98	97
Other Academic Programs						
7 ART	96	95	89	88	97	96
8 MUSIC	97	95	91	90	98	98
9 PHYSICAL ED.	95	94	94	95	96	95
10 CHAPTER 1	95	93	87	89	96	97
11 COMPUTER ED.	80	80	90	88	84	84
12 STUDENT ACTIVITY	82	85	87	89	85	89
13 EXCEPTIONAL STUDENT ED.	88	85	87	87	96	95
Summary for Area	92	91	90	90	94	94
Student Services						
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	87	84	88	88	82	77
16 GUIDANCE AND COUNSELING	92	91	86	90	87	80
17 MEDIA/LIBRARY SERVICES	96	97	93	93	93	92
18 SCHOOL CLINIC	90	93	88	91	81	89
19 LUNCHROOM	76	78	46	55	82	80
20 TRANSPORTATION	89	90	75	78	95	97
Summary for Area	88	89	79	82	87	86
Facilities						
21 INSTRUCTIONAL/CLASSROOM SPACE	82	82	78	75	82	82
22 REPAIRS AND MAINTENANCE	90	95	82	84	84	88
23 CLEANLINESS AND APPEARANCE	93	95	78	77	83	86
24 AIR CONDITIONING	94	96	83	84	88	90
25 HEATING	96	97	84	84	91	89
26 SAFETY	95	96	90	88	96	95
27 PLAYGROUND SPACE	92	93	78	77	88	88
Summary for Area	92	93	82	81	88	88
Instructional Leadership						
28 PRINCIPALS SEEN THROUGHOUT SCHOOL	n/a	n/a	89	88	n/a	n/a
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	96	96	n/a	n/a	98	99
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	97	98	n/a	n/a	98	99
43 PRINCIPAL IS HIGHLY VISIBLE	96	97	n/a	n/a	94	95
45 ASST. PRINCIPAL HIGHLY VISIBLE	94	94	n/a	n/a	95	97
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	91	91	n/a	n/a	85	81
Summary for Area	95	96	89	88	94	94

Responses :	Parents	Students	Teachers
1991	2487	3953	788
1992	2735	3960	796

07/92 1991-92 Attitude Survey - Percent Favorable Analysis
District Elementary Schools

	Percent Favorable					
	Parents		Students		Teachers	
Focus on Instruction	1991	1992	1991	1992	1991	1992
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL	n/a	n/a	95 - 96		n/a	n/a
34 TEACH. TRY DIFFRNT WAYS OF LEARNING	n/a	n/a	94 - 94		n/a	n/a
54 INSTRUCT. MATERIALS ARE PROVIDED	85 - 80		n/a	n/a	81 - 75	
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	90 - 89		n/a	n/a	97 - 95	
60 HOMEWORK IS APPROPRIATE	89 - 89		n/a	n/a	98 - 98	
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	88 - 87		n/a	n/a	97 - 97	
Summary for Area	88 - 86		94 - 95		93 - 91	
High Expectations						
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL	n/a	n/a	90 - 91		n/a	n/a
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	97 - 97		n/a	n/a	99 - 99	
42 SCHOOL BELIEVES ALL CAN LEARN	98 - 98		n/a	n/a	99 - 99	
58 TCHRS PARTICIPATE IN PROF. DEV.	98 - 98		n/a	n/a	100 - 100	
Summary for Area	98 - 97		90 - 91		99 - 99	
School/Community Communication						
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS	n/a	n/a	88 - 86		n/a	n/a
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	93 - 93		n/a	n/a	95 - 92	
46 SCHOOL HAS ACTIVE PTO/PTA	98 - 99		n/a	n/a	94 - 91	
Summary for Area	97 - 97		88 - 86		95 - 92	
Monitoring Student Progress						
29 KNOW HOW AM DOING IN MY SUBJECTS	n/a	n/a	91 - 92		n/a	n/a
50 STUDENTS BELOW POTENTIAL ARE HELPED	89 - 89		n/a	n/a	96 - 92	
53 STATE/DISTRICT TESTING IS APPROPRIATE	86 - 88		n/a	n/a	69 - 79	
55 STUDENT PROGRESS REGULARLY REPORTED	95 - 96		n/a	n/a	99 - 99	
Summary for Area	91 - 92		91 - 92		89 - 91	
Planning						
31 TEACHERS AND STUDENTS WORK TOGETHER	n/a	n/a	89 - 89		n/a	n/a
32 STUDENTS INVOLVED IN PLANNING	n/a	n/a	72 - 72		n/a	n/a
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	94 - 95		n/a	n/a	93 - 96	
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	93 - 94		n/a	n/a	99 - 98	
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	97 - 97		n/a	n/a	93 - 95	
Summary for Area	94 - 96		81 - 81		95 - 97	
Positive School/Climate						
30 STUDENTS HAVE PRIDE IN SCHOOL	n/a	n/a	75 - 79		n/a	n/a
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES	n/a	n/a	89 - 89		n/a	n/a
57 HIGH STAFF MORALE	93 - 94		n/a	n/a	78 - 80	
59 THERE IS PRIDE IN THE SCHOOL	98 - 98		n/a	n/a	95 - 94	
61 A WRITTEN SET OF RULES EXISTS	98 - 99		n/a	n/a	98 - 96	
63 TEACHERS USE VARIED METH. STDNT NEEDS	94 - 95		n/a	n/a	99 - 99	
Summary for Area	96 - 97		82 - 84		93 - 93	
Special Issue Questions						
48 DARE OFFICER HAS BEEN VALUABLE	- 99		- 98		- 98	
Summary for Area	- 99		- 98		- 98	

	Parents	Students	Teachers
Responses : 1991	2487	3953	788
1992	2735	3960	796

LCS: ATTITUDE SURVEY STANDARD ANALYSIS: 1991-92 STUDENT INFORMATION AND RESEARCH
ALL ELEMENTARY SCHOOL PARENTS

CROSSTABULATION OF Q26 SAFETY

	APALA-CHEE	ASTORIA PARK	BOND	BREVARD	BUCK LAKE	CHAIRES	DESOTO TRAIL	FORT BRADEN	GIL-CHRIST	HARTS-FIELD	KILLEARN LAKES	MOORE	OAKRIDGE	PINEVIEW	RILEY	RUNDIGER	SABAL PALM	SEALEY	SPRING-WOOD	SULLIVAN	WESSON	WOOD-VILLE
STRONG AGR	24	18	11	24	33	17	99	9	33	11	31	20	32	22	26	6	35	27	45	59	10	28
%	20.2	16.8	50.0	36.9	32.7	17.2	45.8	16.4	25.0	14.9	20.4	19.6	31.4	31.4	31.7	10.7	24.1	23.5	28.1	31.9	32.3	31.5
AGREE	91	85	11	39	63	80	113	39	94	56	115	106	64	46	53	46	108	81	109	122	21	58
%	76.5	79.4	50.0	60.0	62.4	80.8	52.3	70.9	71.2	75.7	75.7	74.1	62.7	65.7	64.6	82.1	74.5	70.4	68.1	65.9	67.7	65.2
UNCERTAIN	16M	14M	4M	6M	8M	7M	4M	8M	14M	8M	18M	8M	7M	14M	13M	7M	11M	11M	10M	18M	3M	9M
DISAGREE	2	2	0	1	4	1	2	2	5	6	5	8	4	1	1	1	1	6	3	2	0	1
%	1.7	1.9	0.0	1.5	4.0	1.0	0.9	3.6	3.8	8.1	3.3	5.6	3.9	1.4	1.2	1.8	0.7	5.2	1.9	1.1	0.0	1.1
STRONG DIS	2	2	0	1	1	1	2	5	0	1	1	1	2	1	2	3	1	1	3	2	0	2
%	1.7	1.9	0.0	1.5	1.0	1.0	0.9	9.1	0.0	1.4	0.7	0.7	2.0	1.4	2.4	5.4	0.7	0.9	1.9	1.1	0.0	2.2
DNA-DK	2M	3M	2M	2M	1M	2M	4M	4M	4M	3M	2M	2M	1M	6M	2M	2M	3M	6M	5M	1M	1M	2M
No Response	9M	8M	6M	3M	2M	4M	9M	2M	8M	4M	7M	8M	4M	17M	9M	4M	11M	4M	4M	9M	2M	3M
TOTAL	119	107	22	63	101	99	216	55	132	74	152	143	102	70	82	56	145	115	160	185	31	89
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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July 23, 1992
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LCS: ATTITUDE SURVEY STANDARD ANALYSIS: 1991-92 STUDENT INFORMATION AND RESEARCH
ALL ELEMENTARY SCHOOL STUDENTS

CROSSTABULATION OF Q26 SAFETY

	APALA-CHEE	ASTORIA PARK	BOND	BREVARD	BUCK LAKE	CHAIRES	DESOTO TRAIL	FORT BRADEN	GIL-CHRIST	HARTS-FIELD	KILLEARN LAKES	MOORE	OAKRIDGE	PINEVIEW	RILEY	RUEDIGER	SABAL PALM	SEALEY	SPRING-WOOD	SULLIVAN	WESSON	WOOD-VILLE
STRONG AGR	80	92	61	45	75	117	171	39	125	58	116	133	120	77	56	44	121	84	129	136	49	96
%	64.0	55.1	64.2	42.1	55.1	58.5	68.1	48.8	61.3	46.4	59.5	70.7	66.7	61.6	62.9	34.4	59.9	50.0	54.0	58.4	55.7	61.1
AGREE	35	54	23	33	47	70	71	31	63	44	54	39	46	35	17	41	58	60	82	74	31	48
%	28.0	32.3	24.2	30.8	34.6	35.0	28.3	38.8	30.9	35.2	27.7	20.7	25.6	28.0	19.1	32.0	28.7	35.7	34.3	31.8	35.2	30.6
UNCERTAIN	7M	15M	5M	10M	15M	26M	10M	11M	21M	12M	14M	11M	7M	5M	7M	13M	19M	9M	20M	14M	8M	9M
DISAGREE	4	12	4	13	5	7	6	2	10	11	13	12	5	2	7	15	11	13	10	13	2	7
%	3.2	7.2	4.2	12.1	3.7	3.5	2.4	2.5	4.9	8.8	6.7	6.4	2.8	1.6	7.9	11.7	5.4	7.7	7.5	5.6	2.3	4.5
STRONG DIS	6	9	7	16	9	6	3	8	6	12	12	4	9	11	9	28	12	11	10	10	6	6
%	4.8	5.4	7.4	15.0	6.6	3.0	1.2	10.0	2.9	9.6	6.2	2.1	5.0	8.8	10.1	21.9	5.9	6.5	4.2	4.3	6.8	3.8
DNA-DK	8M	1M	2M	6M	1M	3M	3M	4M	2M	7M	1M	1M	1M	9M	5M	12M	7M	4M	14M	4M	5M	1M
No Response	25M	1M	1M	0M	9M	3M	0M	2M	5M	2M	3M	7M	4M	10M	2M	7M	4M	4M	5M	6M	4M	5M
TOTAL	125	167	95	107	136	200	251	80	204	125	195	188	180	125	89	128	202	168	239	233	88	157
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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LCS: ATTITUDE SURVEY STANDARD ANALYSIS: 1991-92 STUDENT INFORMATION AND RESEARCH
ALL ELEMENTARY SCHOOL TEACHERS

CROSSTABULATION OF Q26 SAFETY

	APALA-CHEE	ASTORIA PARK	BOND	BREVARD	BUCK LAKE	CHAIRES	DESOTO TRAIL	FORT BRADEN	GIL-CHRIST	HARTS-FIELD	KILLEARN LAKES	MOORE	OAKRIDGE	PINEVIEW	RILEY	RUEDIGER	SABAL PALM	SEALEY	SPRING-WOOD	SULLIVAN	WESSON	WOOD-VILLE
STRONG AGR	10	12	6	10	18	16	22	3	6	5	25	19	13	8	6	5	9	17	19	16	11	7
%	37.0	32.4	30.0	29.4	52.9	39.0	62.9	18.8	23.1	17.9	64.1	46.3	33.3	22.9	20.0	16.1	24.3	44.7	37.3	38.1	50.0	28.0
AGREE	15	24	10	23	16	25	13	11	19	20	14	20	26	25	21	24	25	21	28	26	10	16
%	55.6	64.9	50.0	67.6	47.1	61.0	37.1	68.8	73.1	71.4	35.9	48.8	66.7	71.4	70.0	77.4	67.6	55.3	54.9	61.9	45.5	64.0
UNCERTAIN	2M	0M	4M	0M	0M	1M	1M	2M	2M	9M	2M	2M	0M	2M	4M	2M	2M	0M	1M	1M	4M	0M
DISAGREE	2	1	2	1	0	0	0	2	1	2	0	2	0	1	0	2	3	0	3	0	1	2
%	7.4	2.7	10.0	2.9	0.0	0.0	0.0	12.5	3.8	7.1	0.0	4.9	0.0	2.9	0.0	6.5	8.1	0.0	5.9	0.0	4.5	8.0
STRONG DIS	0	0	2	0	0	0	0	0	0	1	0	0	0	1	3	0	0	0	1	0	0	0
%	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	3.6	0.0	0.0	0.0	2.9	10.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0
DNA-DK	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	0M	1M	0M
No Response	0M	0M	3M	1M	1M	1M	0M	1M	2M	0M	0M	0M	1M	0M	1M	1M	3M	5M	1M	1M	1M	3M
TOTAL	27	37	20	34	34	41	35	16	26	28	39	41	39	35	30	31	37	38	51	42	22	25
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Appendix D

SUPERINTENDENT
Richard L. Merrick

BOARD CHAIR
Donna Uzzell

EXECUTIVE DIRECTOR
William D. Piotrowski, Ph.D.

LEON COUNTY SCHOOLS

BOARD MEMBERS
Mike Conley
Donna Harper
Emily Millett
Curtis Richardson

MEMORANDUM

TO: High School Principals

FROM: Rick McClure, Coordinator
Student Information & Research

SUBJECT: 1993 ATTITUDE SURVEY CHECKLIST

DATE: March 1, 1993

This is to remind you about the Annual Attitude Survey coming up, March 8th. The survey is the same as last year except for the demographic information (section #7), and administration procedures remain the same for students, teachers, and parents.

ADMINISTRATION:

1. PARENTS: The parents of all 9th and 11th grade students will be surveyed. The surveys will be sent home via the students, and parents can return the surveys to the school or mail the survey form directly to the county office, envelopes will be provided.

2. STUDENTS: A representative sample of 9th and 11th grade classes will be surveyed. (at least 165 students per grade level).

3. TEACHERS: All teachers (i.e., certified, instructional staff) should be surveyed. If teachers opt to enclose their surveys in envelopes when they are completed, please leave these surveys in the envelopes to assure confidentiality. When they are finished, have each teacher check off their name, or sign the roster sheet attached to the brown envelope. ALL TEACHERS ARE EXPECTED TO RESPOND.

Please forward this packet of information to the person in your school who will be conducting the survey. Attached is a check-list of preparation activities that should be useful in conducting the survey. Included on this listing is the number of student, parent and teacher surveys (and envelopes) that will be sent to you next week.

YOU MAY EXPECT TO RECEIVE/ PICK-UP YOUR MATERIALS ON OR BEFORE
Wednesday, March 3rd

NOTE: These surveys are confidential for all groups responding. Therefore, they should not be reviewed by anyone prior to being sent to the district office.

Please call Rick McClure or Marie Fairchild (487-7196) for further information or if you need more materials than are indicated on the attached sheet.

Information Services
2757 West Pensacola Street - Tallahassee, Florida 32304-2998 - (904) 487-7196

The Best Place to Learn

SURVEY GUIDELINES & TIPS

PARENT SURVEYS:

- PREPARE SURVEYS AND ENVELOPES TO SEND HOME TO PARENTS
- IDENTIFY GRADES, TEACHERS, & CLASSROOMS
- PREPARE STUDENTS - HAVE THE PRINCIPAL OR TEACHERS TALK TO THE STUDENTS ABOUT HOW IMPORTANT IT IS FOR THEM TO GET THE SURVEY HOME, ENCOURAGE THEIR PARENTS TO FILL THEM OUT RIGHT AWAY, AND FOR THE STUDENTS TO RETURN THEM TO THEIR TEACHER DURING THE SURVEY WEEK.
- HAVE AN INCENTIVE FOR THOSE STUDENTS WHO RETURN THE PARENTS' SURVEYS DURING THE FIRST WEEK, ETC
- DEVELOP A PLAN FOR FOLLOW-UP TO COLLECT SURVEYS THAT HAVE NOT BEEN RETURNED. SOME IDEAS INCLUDE : SEND A LITTLE FRIENDLY NOTE HOME, HAVE VOLUNTEER PARENTS CALL, THEY COULD EVEN RECORD THEIR ANSWERS OVER THE PHONE USING A BLANK SURVEY FORM, ETC. BE SURE YOUR FOLLOW - UP REQUESTS ARE FRIENDLY.
- A GOOD RESPONSE RATE IS IMPORTANT (WE KNOW THAT WE WON'T GET A 100% RETURN), SO USE YOUR SAMPLE SIZE CHART TO DETERMINE WHAT YOUR SCHOOL NEEDS FOR A GOOD PARENT RESPONSE RATE
- ASSURE PARENTS THAT THE INFORMATION THEY SUBMIT IS HELD IN THE STRICTEST CONFIDENCE

STUDENT SURVEYS:

- DETERMINE THE NUMBER OF SURVEYS NEEDED FOR STUDENTS WHO WILL BE SURVEYED
- DETERMINE THE CLASSROOMS TO BE SURVEYED. THE SELECTED CLASSROOMS SHOULD REPRESENT A GOOD MIX (OF ACADEMIC SKILLS, RACE & GENDER) OF THE STUDENTS IN YOUR SCHOOL
- PREPARE YOUR STUDENTS BEFORE THEY COMPLETE THE SURVEYS. TELL THEM THAT THEIR INPUT IS VERY IMPORTANT, AND YOU NEED THEM TO BE PROUD OF THEIR SCHOOL, AND YOU KNOW THEY WILL BE HONEST, FAIR AND SINCERE WHEN COMPLETING THE SURVEY

STUDENT SURVEYS CONTINUE:

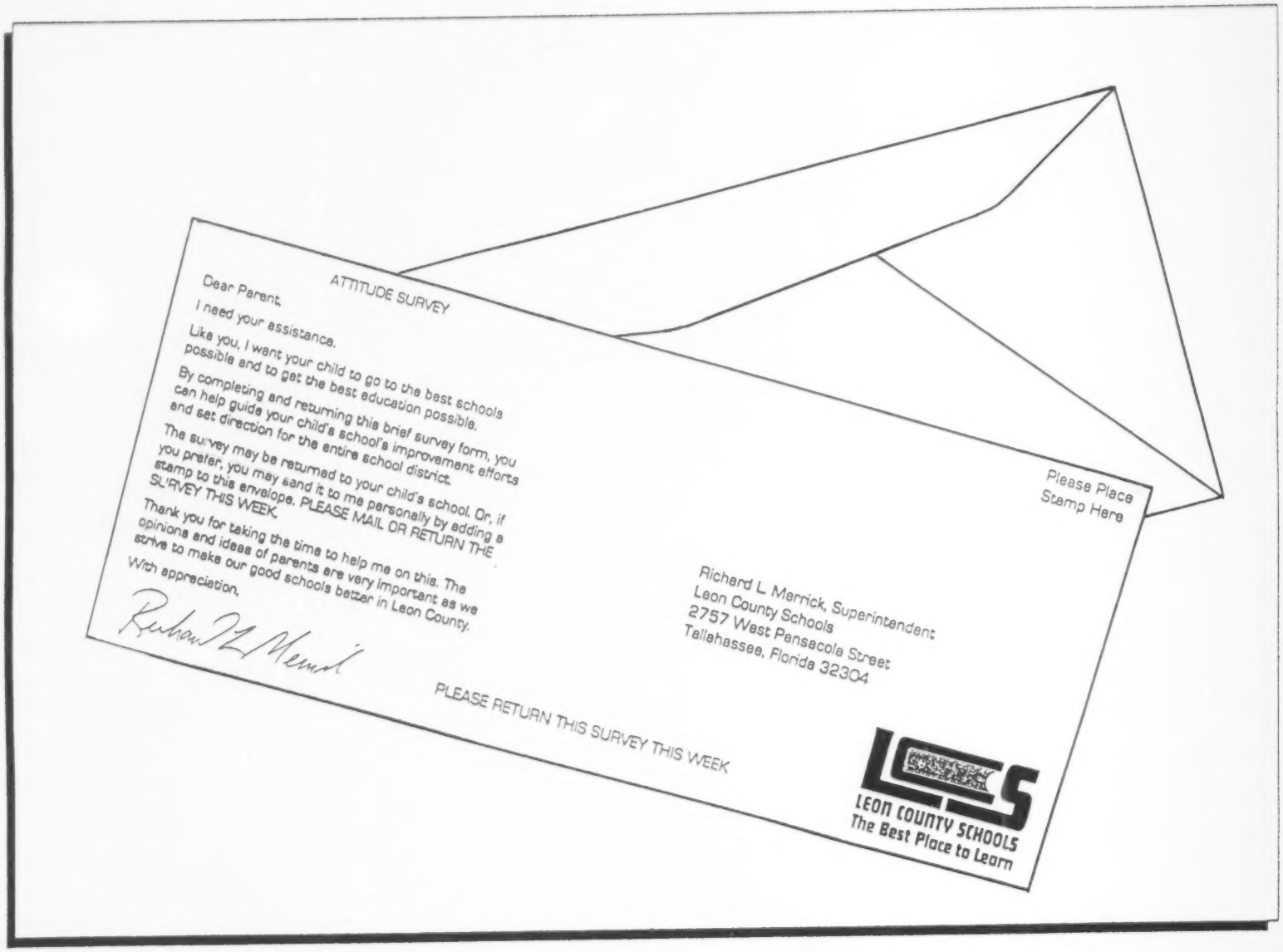
- REVIEW THE SURVEY THE SURVEY WITH THEM. STRESS THE IMPORTANCE OF COMPLETING ONLY THE SECTIONS THAT WERE MADE FOR THEM (NOTED IN THE DIRECTIONS). ALSO THEY NEED TO USE A PENCIL, WRITE IN THEIR SCHOOL NAME, INDICATE THEIR GRADE LEVEL, AND NOT TO FOLD OR BEND THE SURVEYS.
- ENSURE CONFIDENTIALITY - ONE WAY TO ACCOMPLISH THIS IS TO HAVE A STUDENT PICK UP THE SURVEYS WHEN THEY HAVE BEEN COMPLETED , SEAL THEM IN A LARGE ENVELOPE AND TAKE THEM TO THE SCHOOL COLLECTION PLACE OR PERSON
- REWARDS- THANK THEM FOR THEIR INPUT AND DO A FUN ACTIVITY AFTER THEY HAVE COMPLETED THE SURVEY

TEACHER SURVEYS:

- ENCOURAGE ALL TEACHERS TO COMPLETE THE SURVEY
- TRY TO GET THEM TO COMPLETE THEIR SURVEYS THE SAME DAY
- REMEMBER THAT TEACHERS MAY RETURN THEIR SURVEYS TO THE SCHOOL, OR MAIL THEM DIRECTLY TO THE DISTRICT OFFICE VIA THE SCHOOL MAIL. ALL TEACHERS NEED TO SIGN THE TEACHER ROSTER FORM THAT'S PROVIDED
- REMIND TEACHERS THAT THEY ARE THE MOST IMPORTANT PERSONS COMPLETING THE SURVEY. THEIR PROFESSIONAL EXPERTISE IS CRITICAL TO IDENTIFYING NEEDS AND ISSUES AT THE SCHOOL

OTHER TIPS:

- THE DEMOGRAPHIC INFORMATION (SECTION #7) IS A KEY PIECE OF DATA FOR PARENTS AND TEACHERS. PLEASE ENCOURAGE THEM TO COMPLETE THIS PART OF THE SURVEY. STUDENTS DO NOT COMPLETE THIS SECTION
- RETURN ALL SURVEYS TO THE DISTRICT OFFICE BY MARCH 22. IF SURVEYS ARE RETURNED LATER THAN THAT SEND THEM TO THE DISTRICT OFFICE ANYWAY
- SAVE THE BOXES THAT THE SURVEYS COME IN, SO YOU CAN USE THEM TO RETURN THE SURVEYS WHEN THEY ARE COMPLETED
- CALL MARIE FAIRCHILD OR RICK MCCLURE AT 487-7196 IF YOU NEED HELP OR HAVE ANY QUESTIONS


ATTITUDE SURVEY
Dear Parent,
I need your assistance.
Like you, I want your child to go to the best schools possible and to get the best education possible.
By completing and returning this brief survey form, you can help guide your child's school's improvement efforts and set direction for the entire school district.
The survey may be returned to your child's school. Or, if you prefer, you may send it to me personally by adding a stamp to this envelope. PLEASE MAIL OR RETURN THE SURVEY THIS WEEK.
Thank you for taking the time to help me on this. The opinions and ideas of parents are very important as we strive to make our good schools better in Leon County.
With appreciation,
Richard L. Merrick
PLEASE RETURN THIS SURVEY THIS WEEK
Richard L. Merrick, Superintendent
Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304
Please Place Stamp Here
LCS
LEON COUNTY SCHOOLS
The Best Place to Learn

Appendix E

TO ACHIEVE A 95% CONFIDENCE LEVEL IN ATTITUDE SURVEY SAMPLING OF PARENTS USING AN 80% FAVORABLE STANDARD AS THE AVERAGE ACROSS ALL ITEMS

POPULATION TO BE SAMPLED	*NEEDED SAMPLE RETURN*
550	170
575	172
600	174
625	176
650	178
675	180
700	182
725	184
750	185
775	187
800	188
825	189
850	191
875	192
900	193
925	194
950	195
975	196
1000	197
1025	198
1050	199
1075	200
1100	201
1125	202
1150	203
1175	203
1200	204
1225	205
1250	205
1275	206
1300	207
1325	207
1350	208
1375	209
1400	209
1425	210
1450	210
1475	211
1500	211

02/93

1991-92 Attitude Survey - Confidence Interval Analysis
District Elementary Schools

	PARENTS	STUDENTS	TEACHERS
Core Academic Programs			
1 READING	2277 (94.1, 95.9)	3576 (95.7, 96.9)	639 (96.1, 98.6)
2 SPELLING	2268 (94.7, 96.4)	3605 (95.0, 96.3)	612 (95.9, 98.5)
3 LANGUAGE ARTS	2081 (94.8, 96.5)	3303 (93.5, 95.1)	642 (97.7, 99.5)
4 MATH	2254 (93.5, 95.4)	3625 (96.4, 95.8)	644 (95.7, 98.4)
5 SCIENCE	2030 (92.4, 94.5)	3366 (91.7, 93.5)	609 (92.6, 96.2)
6 SOCIAL STUDIES	1949 (94.3, 96.2)	3368 (92.7, 94.4)	615 (93.6, 97.0)
Summary for Area	12859 (94.5, 95.3)	20843 (94.3, 94.9)	3761 (96.1, 97.2)
Other Academic Programs			
7 ART	2187 (94.3, 96.1)	3537 (86.6, 88.8)	643 (96.6, 97.6)
8 MUSIC	2129 (94.5, 96.3)	3496 (89.4, 91.3)	639 (96.7, 98.9)
9 PHYSICAL ED.	2107 (92.9, 94.9)	3531 (96.4, 95.8)	621 (93.3, 96.7)
10 CHAPTER 1	521 (90.3, 94.8)	670 (86.9, 91.6)	352 (94.7, 98.5)
11 COMPUTER ED.	1341 (77.6, 81.9)	2655 (87.1, 89.5)	498 (80.3, 86.8)
12 STUDENT ACTIVITY	1077 (82.5, 86.8)	2220 (87.6, 90.2)	440 (85.7, 91.6)
13 EXCEPTIONAL STUDENT ED.	856 (82.5, 87.3)	1105 (85.3, 89.2)	573 (93.1, 96.7)
Summary for Area	10218 (90.3, 91.4)	17214 (89.6, 90.5)	3766 (92.8, 94.3)
Student Services			
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	1184 (82.0, 86.2)	1259 (86.3, 89.9)	628 (73.8, 80.4)
16 GUIDANCE AND COUNSELING	1767 (89.8, 92.4)	3350 (88.5, 90.6)	671 (76.7, 82.8)
17 MEDIA/LIBRARY SERVICES	2326 (95.9, 97.4)	3553 (92.5, 94.2)	713 (89.5, 93.6)
18 SCHOOL CLINIC	2045 (91.7, 94.0)	3279 (89.5, 91.5)	652 (86.2, 91.1)
19 LUNCHROOM	2166 (76.2, 79.7)	3289 (53.1, 56.5)	681 (77.2, 83.2)
20 TRANSPORTATION	1919 (88.2, 90.9)	2632 (76.7, 79.9)	630 (96.2, 98.7)
Summary for Area	11407 (88.5, 89.6)	17362 (81.5, 82.7)	3975 (84.7, 86.9)
Facilities			
21 INSTRUCTIONAL/CLASSROOM SPACE	2390 (80.6, 83.7)	3511 (73.2, 76.0)	735 (79.0, 84.6)
22 REPAIRS AND MAINTENANCE	1790 (94.0, 96.0)	3196 (82.7, 85.3)	700 (85.1, 90.0)
23 CLEANLINESS AND APPEARANCE	2471 (94.3, 96.0)	3337 (75.1, 78.0)	725 (83.0, 88.1)
24 AIR CONDITIONING	2094 (95.0, 96.7)	3491 (82.9, 85.4)	737 (87.5, 91.9)
25 HEATING	2131 (96.4, 97.8)	3432 (83.3, 85.7)	733 (86.2, 90.8)
26 SAFETY	2320 (95.2, 96.8)	3482 (87.4, 89.5)	728 (94.0, 97.0)
27 PLAYGROUND SPACE	2429 (91.5, 93.6)	3621 (75.6, 78.3)	723 (85.1, 90.0)
Summary for Area	15625 (92.8, 93.6)	24070 (80.8, 81.8)	5081 (87.1, 88.9)
Instructional Leadership			
28 PRINCIPALS SEEN THROUGHOUT SCHOOL		3580 (87.2, 89.3)	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	1130 (94.7, 97.0)		380 (97.9,100.0)
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	1233 (96.7, 98.4)		386 (97.6, 99.8)
43 PRINCIPAL IS HIGHLY VISIBLE	1081 (96.1, 98.1)		379 (92.8, 97.2)
45 ASST. PRINCIPAL HIGHLY VISIBLE	815 (92.5, 95.7)		372 (95.0, 98.6)
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	799 (89.3, 93.2)		374 (77.3, 85.2)
Summary for Area	5058 (95.0, 96.1)	3580 (87.2, 89.3)	1891 (93.1, 95.2)

	Parents	Students	Teachers
Responses : 1992	2735	3960	796

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1991-92 Attitude Survey - Confidence Interval Analysis
District Elementary Schools

Focus on Instruction	PARENTS	STUDENTS	TEACHERS
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL		3702 (95.1, 96.4)	
34 TEACH. TRY DIFFRNT WAYS OF LEARNING		3594 (93.3, 94.8)	
54 INSTRUCT. MATERIALS ARE PROVIDED	2049 (78.4, 81.8)		724 (71.7, 78.0)
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	2194 (87.8, 90.4)		724 (93.9, 97.0)
60 HOMEWORK IS APPROPRIATE	2198 (88.0, 90.6)		623 (97.2, 99.3)
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	1937 (85.5, 88.5)		737 (95.8, 98.2)
Summary for Area	8378 (85.7, 87.2)	7296 (94.4, 95.4)	2808 (90.1, 92.2)
High Expectations			
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL		3482 (90.2, 92.1)	
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	1169 (95.4, 97.5)		381 (98.3,100.0)
42 SCHOOL BELIEVES ALL CAN LEARN	1147 (96.9, 98.6)		384 (98.3,100.0)
58 TCHRS PARTICIPATE IN PROF. DEV.	1378 (97.7, 99.1)		768 (99.4,100.0)
Summary for Area	3694 (97.1, 98.1)	3482 (90.2, 92.1)	1533 (99.1, 99.8)
School/Community Communication			
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS		3295 (85.0, 87.3)	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	567 (91.2, 95.4)		364 (88.9, 94.6)
46 SCHOOL HAS ACTIVE PTO/PTA	1196 (97.9, 99.2)		373 (88.3, 94.0)
Summary for Area	1763 (96.1, 97.7)	3295 (85.0, 87.3)	737 (89.4, 93.5)
Monitoring Student Progress			
29 KNOW HOW AM DOING IN MY SUBJECTS		3310 (90.9, 92.8)	
50 STUDENTS BELOW POTENTIAL ARE HELPED	1720 (87.4, 90.4)		727 (90.5, 94.4)
53 STATE/DISTRICT TESTING IS APPROPRIATE	1535 (86.5, 89.8)		649 (75.8, 82.0)
55 STUDENT PROGRESS REGULARLY REPORTED	2474 (95.2, 96.7)		775 (99.0,100.0)
Summary for Area	5729 (91.0, 92.5)	3310 (90.9, 92.8)	2151 (89.7, 92.1)
Planning			
31 TEACHERS AND STUDENTS WORK TOGETHER		3542 (88.4, 90.4)	
32 STUDENTS INVOLVED IN PLANNING		3172 (70.7, 73.8)	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	2213 (94.1, 95.9)		743 (94.7, 97.5)
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	1567 (93.2, 95.5)		752 (97.3, 99.2)
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	1956 (96.8, 98.2)		725 (93.9, 97.0)
Summary for Area	5736 (95.2, 96.2)	6714 (80.4, 82.2)	2220 (95.9, 97.4)
Positive School/Climate			
30 STUDENTS HAVE PRIDE IN SCHOOL		3199 (77.6, 80.5)	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES		3473 (87.7, 89.8)	
57 HIGH STAFF MORALE	1647 (92.8, 95.1)		678 (77.2, 83.2)
59 THERE IS PRIDE IN THE SCHOOL	2357 (97.8, 98.9)		723 (92.8, 96.1)
61 A WRITTEN SET OF RULES EXISTS	2435 (98.2, 99.1)		763 (95.2, 97.8)
63 TEACHERS USE VARIED METH. STDNT NEEDS	2094 (93.6, 95.5)		759 (98.2, 99.7)
Summary for Area	8533 (96.3, 97.0)	6672 (83.2, 85.0)	2923 (91.9, 93.8)
Special Issue Questions			
48 DARE OFFICER HAS BEEN VALUABLE	950 (98.4, 99.7)	3257 (97.1, 98.2)	334 (96.4, 99.4)
Summary for Area	950 (98.4, 99.7)	3257 (97.1, 98.2)	334 (96.4, 99.4)

	Parents	Students	Teachers
Responses : 1992	2735	3960	796

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1991-92 Attitude Survey - Confidence Interval Analysis
District Middle Schools

	PARENTS	STUDENTS	TEACHERS
Core Academic Programs			
1 ENGLISH	562 (88.7, 93.5)	1584 (93.0, 95.3)	224 (95.2, 99.4)
2 MATH	573 (86.8, 91.9)	1563 (88.6, 91.6)	221 (93.9, 98.8)
3 SCIENCE	568 (88.1, 92.9)	1501 (85.2, 88.6)	219 (92.1, 97.9)
4 SOCIAL STUDIES	551 (88.1, 93.0)	1470 (91.2, 93.9)	221 (95.1, 99.4)
Summary for Area	2254 (89.2, 91.6)	6118 (90.2, 91.7)	885 (95.3, 97.7)
Other Academic Programs			
5 ART	323 (79.9, 87.9)	501 (72.1, 79.6)	195 (87.3, 95.2)
6 MUSIC	400 (89.1, 94.4)	737 (84.3, 89.2)	214 (95.6, 99.7)
7 PHYSICAL ED.	514 (79.4, 86.0)	1332 (83.9, 87.6)	195 (81.9, 91.4)
8 READING	432 (79.6, 86.6)	901 (87.9, 91.9)	156 (54.6, 69.8)
9 COMPUTER ED.	358 (80.0, 87.6)	803 (88.8, 92.8)	191 (89.0, 96.4)
10 CAREER ED.	224 (76.1, 86.4)	486 (85.4, 91.1)	148 (76.3, 88.6)
11 VOCATIONAL ED.	178 (75.1, 86.7)	437 (82.8, 89.3)	181 (91.9, 98.2)
12 STUDENT ACTIVITY	364 (86.7, 92.9)	850 (89.9, 93.6)	203 (92.1, 98.1)
13 FOREIGN LANGUAGES	207 (50.3, 63.7)	264 (62.2, 73.4)	123 (59.2, 75.8)
14 EXCEPTIONAL STUDENT ED.	215 (83.0, 91.9)	324 (77.9, 86.3)	200 (95.3, 99.7)
Summary for Area	3215 (82.1, 84.7)	6635 (85.5, 87.2)	1806 (86.8, 89.8)
Student Services			
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER	253 (75.3, 85.1)	575 (78.4, 84.7)	177 (73.7, 85.6)
16 GUIDANCE AND COUNSELING	419 (77.7, 85.1)	1149 (87.3, 90.9)	232 (76.5, 86.5)
17 MEDIA/LIBRARY SERVICES	503 (85.2, 90.9)	1358 (85.0, 88.6)	240 (83.8, 92.0)
18 SCHOOL CLINIC	399 (80.4, 87.6)	1129 (68.8, 74.0)	216 (58.0, 70.7)
19 LUNCHROOM	504 (65.6, 73.7)	1409 (46.4, 51.7)	229 (81.0, 90.1)
20 TRANSPORTATION	553 (79.9, 86.1)	1270 (65.6, 70.8)	218 (83.2, 92.0)
Summary for Area	2631 (79.5, 82.5)	6890 (72.0, 74.1)	1312 (79.2, 83.4)
Facilities			
21 INSTRUCTIONAL/CLASSROOM SPACE	578 (71.0, 78.1)	1426 (68.0, 72.7)	247 (65.6, 76.9)
22 REPAIRS AND MAINTENANCE	424 (79.2, 86.4)	1168 (63.5, 68.9)	232 (72.7, 83.3)
23 CLEANLINESS AND APPEARANCE	580 (78.4, 84.7)	1315 (60.0, 65.3)	245 (74.1, 84.3)
24 AIR CONDITIONING	482 (86.4, 92.0)	1410 (72.7, 77.2)	250 (75.0, 85.0)
25 HEATING	491 (86.5, 92.0)	1409 (72.8, 77.3)	249 (77.6, 87.1)
26 SAFETY	508 (78.5, 85.2)	1279 (75.7, 80.2)	235 (79.1, 88.5)
27 OUTDOOR ACTIVITIES GROUND SPACE	523 (76.7, 83.5)	1384 (72.5, 77.1)	229 (70.0, 81.1)
Summary for Area	3586 (81.2, 83.7)	9391 (70.9, 72.7)	1687 (76.6, 80.6)
Instructional Leadership			
28 PRINCIPALS SEEN THROUGHOUT SCHOOL		1511 (86.8, 90.0)	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY	528 (83.4, 89.3)		256 (89.4, 95.8)
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM	561 (87.7, 92.7)		256 (91.7, 97.3)
43 PRINCIPAL IS HIGHLY VISIBLE	466 (86.5, 92.1)		267 (80.7, 89.3)
45 ASST. PRINCIPAL HIGHLY VISIBLE	441 (91.4, 95.9)		269 (88.5, 95.1)
47 CLASS TIME IS PROTECTED FROM INTERRUPT.	354 (78.2, 86.2)		256 (57.0, 68.8)
Summary for Area	2350 (87.3, 89.9)	1511 (86.8, 90.0)	1304 (83.5, 87.3)

	Parents	Students	Teachers
Responses : 1992	679	1732	278

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1991-92 Attitude Survey - Confidence Interval Analysis
District Middle Schools

Focus on Instruction	PARENTS	STUDENTS	TEACHERS
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL		1488 (88.5, 91.5)	
34 TEACH. TRY DIFFRNT WAYS OF LEARNING		1362 (76.8, 81.2)	
54 INSTRUCT. MATERIALS ARE PROVIDED	495 (63.6, 71.8)		256 (61.8, 73.3)
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	514 (70.1, 77.7)		244 (81.3, 90.1)
60 HOMEWORK IS APPROPRIATE	562 (77.5, 84.0)		242 (93.4, 98.4)
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	451 (69.5, 77.7)		250 (84.9, 92.7)
Summary for Area	2022 (72.3, 76.1)	2850 (83.4, 86.1)	992 (82.0, 86.5)
High Expectations			
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL		1206 (65.1, 70.4)	
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	533 (86.1, 91.4)		258 (92.3, 97.6)
42 SCHOOL BELIEVES ALL CAN LEARN	519 (90.0, 94.6)		259 (92.3, 97.6)
58 TCHRS PARTICIPATE IN PROF. DEV.	256 (92.2, 97.6)		258 (95.8, 99.5)
Summary for Area	1308 (89.8, 92.9)	1206 (65.1, 70.4)	775 (94.5, 97.3)
School/Community Communication			
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS		1188 (57.2, 62.8)	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	253 (81.5, 90.1)		238 (88.6, 95.5)
46 SCHOOL HAS ACTIVE PTO/PTA	516 (91.0, 95.4)		248 (85.2, 93.0)
Summary for Area	769 (88.7, 92.8)	1188 (57.2, 62.8)	486 (87.9, 93.1)
Monitoring Student Progress			
29 KNOW HOW AM DOING IN MY SUBJECTS		1365 (81.6, 85.6)	
50 STUDENTS BELOW POTENTIAL ARE HELPED	344 (62.5, 72.4)		241 (74.6, 84.7)
53 STATE/DISTRICT TESTING IS APPROPRIATE	395 (81.5, 88.6)		210 (73.0, 84.1)
55 STUDENT PROGRESS REGULARLY REPORTED	612 (86.2, 91.2)		269 (98.2,100.0)
Summary for Area	1351 (80.2, 84.3)	1365 (81.6, 85.6)	720 (84.2, 89.1)
Planning			
31 TEACHERS AND STUDENTS WORK TOGETHER		1259 (58.9, 64.2)	
32 STUDENTS INVOLVED IN PLANNING		1225 (35.5, 40.9)	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	481 (80.5, 87.1)		245 (79.0, 88.3)
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	332 (74.5, 83.3)		230 (89.8, 96.3)
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	366 (88.4, 94.2)		225 (82.7, 91.5)
Summary for Area	1179 (82.7, 86.8)	2484 (48.1, 52.0)	700 (85.4, 90.3)
Positive School/Climate			
30 STUDENTS HAVE PRIDE IN SCHOOL		1193 (47.0, 52.7)	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES		1259 (67.4, 72.5)	
57 HIGH STAFF MORALE	278 (74.8, 84.2)		222 (60.5, 72.9)
59 THERE IS PRIDE IN THE SCHOOL	507 (84.3, 90.1)		238 (77.5, 87.2)
61 A WRITTEN SET OF RULES EXISTS	595 (94.8, 97.8)		266 (88.4, 95.0)
63 TEACHERS USE VARIED METH. STDNT NEEDS	456 (79.9, 86.8)		261 (92.4, 97.7)
Summary for Area	1836 (86.5, 89.5)	2452 (58.3, 62.1)	987 (82.5, 86.9)
Special Issue Questions			
38 SRO PERFORMS JOB EFFECTIVELY	193 (87.2, 95.2)	1157 (84.1, 88.1)	116 (83.1, 94.5)
Summary for Area	193 (87.2, 95.2)	1157 (84.1, 88.1)	116 (83.1, 94.5)

	Parents	Students	Teachers
Responses : 1992	679	1732	278

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1991-92 Attitude Survey - Confidence Interval Analysis
District High Schools

		PARENTS	STUDENTS	TEACHERS
Core Academic Programs				
1 ENGLISH		558 (92.1, 96.0)	1232 (88.8, 92.1)	260 (90.9, 96.8)
2 MATH		531 (79.3, 85.7)	1205 (86.0, 89.6)	252 (94.1, 98.7)
3 SCIENCE		514 (86.6, 92.0)	1128 (83.1, 87.3)	256 (95.8, 99.5)
4 SOCIAL STUDIES		473 (89.8, 94.6)	1032 (90.1, 93.4)	253 (91.6, 97.3)
	Summary for Area	2076 (88.2, 90.8)	4597 (87.8, 89.7)	1021 (94.3, 96.9)
Other Academic Programs				
5 ART		251 (84.9, 92.7)	448 (79.1, 86.1)	247 (96.2, 99.7)
6 MUSIC		310 (87.4, 93.9)	514 (81.1, 87.4)	258 (96.4, 99.7)
7 PHYSICAL ED.		421 (80.3, 87.4)	920 (79.7, 84.6)	221 (82.4, 91.3)
8 READING		324 (82.3, 89.9)	601 (86.0, 91.1)	183 (76.4, 87.5)
9 COMPUTER ED.		239 (73.5, 83.9)	441 (76.1, 83.6)	221 (81.9, 90.9)
10 CAREER ED.		219 (67.2, 78.9)	399 (74.1, 82.2)	196 (76.8, 87.5)
11 VOCATIONAL ED.		162 (72.1, 84.7)	307 (70.1, 79.8)	210 (75.6, 86.3)
12 STUDENT ACTIVITY		337 (86.4, 92.9)	661 (88.4, 92.8)	251 (95.2, 99.2)
13 FOREIGN LANGUAGES		405 (78.8, 86.2)	858 (78.0, 83.3)	232 (94.2, 98.9)
14 EXCEPTIONAL STUDENT ED.		214 (78.7, 88.6)	394 (84.0, 90.6)	226 (91.8, 97.6)
	Summary for Area	2882 (82.8, 85.5)	5543 (82.4, 84.3)	2245 (89.7, 92.1)
Student Services				
15 SCHOOL PSYCHOLOGIST/SOCIAL WORKER		263 (63.2, 74.4)	553 (69.0, 76.4)	165 (62.0, 76.1)
16 GUIDANCE AND COUNSELING		467 (72.6, 80.3)	963 (78.8, 83.8)	257 (69.0, 79.7)
17 MEDIA/LIBRARY SERVICES		436 (75.8, 83.4)	1082 (79.9, 84.4)	277 (79.4, 88.1)
18 SCHOOL CLINIC		331 (60.8, 71.0)	725 (53.4, 60.6)	236 (57.4, 69.7)
19 LUNCHROOM		388 (55.2, 64.9)	902 (47.3, 53.8)	278 (79.9, 88.5)
20 TRANSPORTATION		427 (76.3, 83.9)	876 (67.4, 73.5)	249 (86.2, 93.7)
	Summary for Area	2312 (70.8, 74.4)	5101 (68.5, 71.1)	1462 (76.2, 80.4)
Facilities				
21 INSTRUCTIONAL/CLASSROOM SPACE		490 (55.7, 64.3)	1133 (55.7, 61.5)	296 (46.0, 57.4)
22 REPAIRS AND MAINTENANCE		406 (65.5, 74.4)	943 (50.4, 56.7)	284 (42.1, 53.7)
23 CLEANLINESS AND APPEARANCE		502 (68.8, 76.6)	1093 (50.2, 56.1)	301 (36.9, 48.1)
24 AIR CONDITIONING		437 (63.4, 72.1)	1106 (52.2, 58.1)	286 (56.3, 67.5)
25 HEATING		436 (68.5, 76.9)	1093 (57.1, 62.9)	294 (60.9, 71.7)
26 SAFETY		430 (74.0, 81.8)	949 (70.1, 75.7)	268 (63.1, 74.2)
27 OUTDOOR ACTIVITIES GROUND SPACE		503 (77.3, 84.2)	1082 (70.5, 75.7)	269 (70.7, 81.0)
	Summary for Area	3204 (70.1, 73.3)	7399 (59.7, 61.9)	1998 (56.8, 61.1)
Instructional Leadership				
28 PRINCIPALS SEEN THROUGHOUT SCHOOL			1165 (86.2, 89.9)	
39 SCHOOL COMMUNICATES GOALS/PHILOSOPHY		490 (81.5, 87.9)		301 (87.8, 94.3)
41 ADMIN. ENCOUR. COOP BETWN STU, TCH, COMM		540 (80.6, 86.8)		317 (90.6, 96.1)
43 PRINCIPAL IS HIGHLY VISIBLE		459 (84.8, 90.8)		311 (87.1, 93.6)
45 ASST. PRINCIPAL HIGHLY VISIBLE		406 (82.3, 89.1)		320 (90.4, 95.9)
47 CLASS TIME IS PROTECTED FROM INTERRUPT.		368 (65.1, 74.5)		314 (57.7, 68.4)
	Summary for Area	2263 (81.3, 84.4)	1165 (86.2, 89.9)	1563 (84.5, 87.9)

	Parents	Students	Teachers
Responses : 1992	682	1363	348

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1991-92 Attitude Survey - Confidence Interval Analysis
District High Schools

Focus on Instruction	PARENTS	STUDENTS	TEACHERS
33 LEARNING IS MOST IMPRTNT REASON FOR SCHOOL		1180 (85.6, 89.3)	
34 TEACH. TRY DIFFRNT WAYS OF LEARNING		1040 (64.9, 70.5)	
54 INSTRUCT. MATERIALS ARE PROVIDED	460 (57.3, 66.2)		301 (53.9, 65.0)
56 SCHOOL EFFECTIVELY MEETS STUDENT NEEDS	470 (70.3, 78.2)		294 (81.3, 89.4)
60 HOMEWORK IS APPROPRIATE	495 (76.5, 83.5)		265 (89.7, 95.9)
62 INSTR. MATERIALS/ACTIV. MEET STDNTS NEEDS	421 (61.8, 70.8)		288 (84.5, 91.9)
Summary for Area	1846 (68.8, 72.9)	2220 (76.5, 79.9)	1148 (78.7, 83.3)
High Expectations			
36 TEACHERS HELP STUDENTS FEEL SUCCESSFUL		916 (53.7, 60.1)	
40 STDNTS INVOLVED IN ACT.; FEEL SUCCESS	501 (81.5, 87.8)		292 (88.2, 94.6)
42 SCHOOL BELIEVES ALL CAN LEARN	506 (83.4, 89.4)		302 (87.8, 94.3)
58 TCHRS PARTICIPATE IN PROF. DEV.	260 (80.2, 89.0)		306 (89.1, 95.2)
Summary for Area	1267 (83.4, 87.3)	916 (53.7, 60.1)	900 (89.7, 93.4)
School/Community Communication			
35 TEACH,ADM. TRY UNDRSTND STDNTS FEELINGS		980 (46.6, 52.8)	
44 GOOD COMMUN. BETWEEN REG./ESE TEACH.	257 (70.6, 81.1)		283 (85.0, 92.4)
46 SCHOOL HAS ACTIVE PTO/PTA	432 (82.8, 89.4)		286 (73.2, 82.8)
Summary for Area	689 (79.4, 85.1)	980 (46.6, 52.8)	569 (80.2, 86.4)
Monitoring Student Progress			
29 KNOW HOW AM DOING IN MY SUBJECTS		1106 (83.6, 87.7)	
50 STUDENTS BELOW POTENTIAL ARE HELPED	394 (48.6, 58.5)		266 (74.9, 84.5)
53 STATE/DISTRICT TESTING IS APPROPRIATE	417 (75.2, 83.0)		269 (65.2, 76.1)
55 STUDENT PROGRESS REGULARLY REPORTED	567 (76.2, 82.9)		327 (97.1, 99.8)
Summary for Area	1378 (69.6, 74.4)	1106 (83.6, 87.7)	862 (81.5, 86.4)
Planning			
31 TEACHERS AND STUDENTS WORK TOGETHER		931 (49.5, 55.9)	
32 STUDENTS INVOLVED IN PLANNING		993 (31.0, 36.9)	
49 COMMUN. INVOLV./INFORM. ABOUT SCHL ACT.	481 (69.4, 77.3)		277 (79.8, 88.4)
51 EVAL. OF STUD. ACHIEV. USED TO PLAN	324 (64.4, 74.5)		276 (81.4, 89.7)
52 INVOLV. COMM./USE OF PRTNRS IS EFFCT.	338 (82.1, 89.5)		285 (91.7, 97.1)
Summary for Area	1143 (73.5, 78.4)	1924 (40.8, 45.2)	838 (85.9, 90.3)
Positive School/Climate			
30 STUDENTS HAVE PRIDE IN SCHOOL		998 (65.2, 71.0)	
37 STUDENTS KNOW/UNDERSTAND SCHOOL RULES		989 (71.7, 77.1)	
57 HIGH STAFF MORALE	312 (67.8, 77.7)		267 (33.1, 44.8)
59 THERE IS PRIDE IN THE SCHOOL	504 (84.6, 90.4)		280 (71.8, 81.7)
61 A WRITTEN SET OF RULES EXISTS	551 (91.6, 95.7)		325 (93.1, 97.7)
63 TEACHERS USE VARIED METH. STDNT NEEDS	434 (70.1, 78.3)		307 (94.8, 98.7)
Summary for Area	1801 (81.9, 85.3)	1987 (69.3, 73.3)	1179 (76.2, 80.9)
Special Issue Questions			
38 SRO PERFORMS JOB EFFECTIVELY	191 (85.2, 93.9)	891 (83.6, 88.1)	141 (95.5,100.0)
Summary for Area	191 (85.2, 93.9)	891 (83.6, 88.1)	141 (95.5,100.0)

	Parents	Students	Teachers
Responses : 1992	682	1363	348

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